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ABSTRACT

This instructional module is part of a project to reform current school curricula, improve instructional services for handicapped and at-risk limited-English-proficient (LEP) and language minority students, and provide innovative leadership in higher education related to programs for LEP persons. The materials contained in the module are designed to help in training personnel to serve this population, and are intended for use by consultants providing in-service education to teachers and administrators. This module, the second in a series of five, provides guidelines for the assessment of student language development whereby emphasis is placed on developing specifically defined assessment environments that promote student-environment interaction in order to elicit language in context. Included are procedures for eliciting, analyzing, and interpreting language samples and forming hypotheses useful in planning curriculum and learning strategies to meet the needs of students with disabilities from a non-English language background. Each section contains a series of critical points to be elaborated upon by the consultant, suggested activities for participant involvement, and masters for handouts or transparencies. A list of references and resource materials is appended. (MSE)

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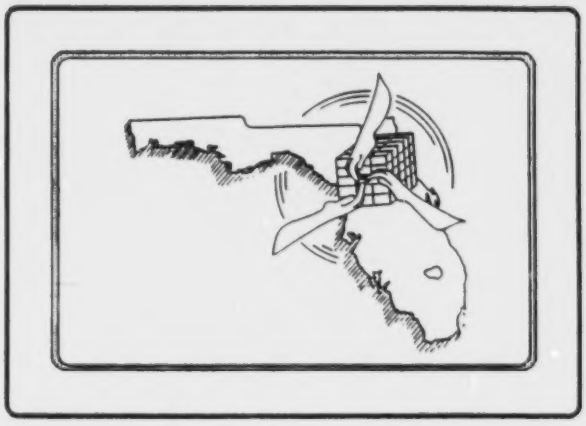
FOREWORD

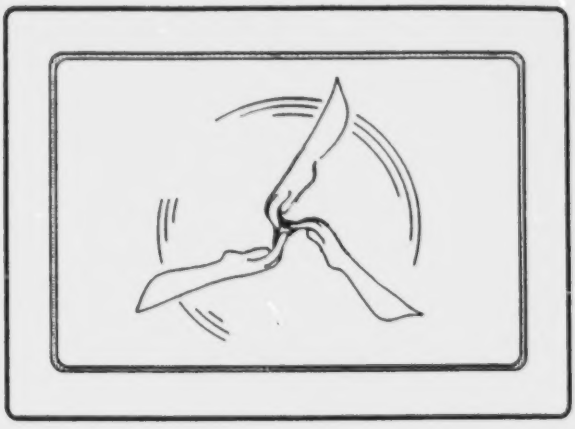
The essential purposes guiding the development of the Collaboration and Reform Project are (a) to reform current curricula, (b) to improve instructional services for handicapped and at-risk limited English proficient (LEP) and language minority students, and (c) to provide innovative leadership in higher education programs related to LEP student populations. Over the past ten years, the educational personnel training needs in Florida have changed for two reason. First, as a result of high and sustained immigration, Florida has large and growing populations for whom English is not the native tongue. The state has the largest percentage of Hispanic foreign born and the fourth largest LEP and non-English language background (NELB) student population in the country. An unknown number of these students are handicapped and/or at-risk of educational failure. Second, personnel training needs have changed due to recent population shifts. Few personnel have been prepared to work with students for whom English is not their only language and/or who are handicapped and at-risk of educational failure. The question remains of how to make programs efffective in meeting the needs of LEP students and preparing them to meet mainstream academic challenges.

The Collaboration and Reform Project has been developed as a Process/Product model which is conceptualized as a vehicle for developing specific research based content and for incorporating the developed content into established curriculum.. The Project has developed research-based, field-tested content that can be used in reforming established educational curriculum to incorporate educational experiences that are appropriate for LEP and language minority students who are identifed as handicapped or at-risk of educational failure. The content is categorized by theme into five modules. The successful completion of this project has provided a base from which to pursue the continuous preparation of consultants who can provide inservice teacher and administrator training for improving the educational experiences for at-risk LEP and language minority students.

About the Logo...

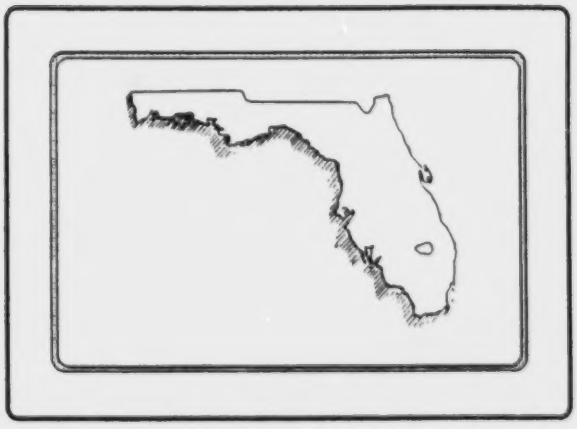


As a word has multiple interpretations representing multiple concepts, so may the Collaboration and Reform Project logo be viewed and interpreted from multiple perspectives. We invite the reader to view the symbols and generate personal interpretations.



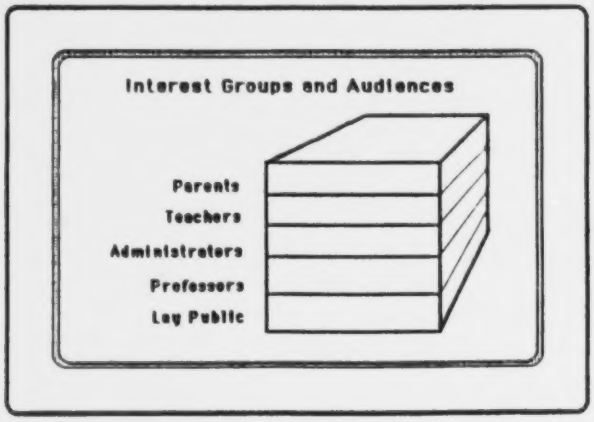
The hands as a propeller...

Hands are a universal symbol of humanity. The hands on the project logo symbolize the concepts of acceptance, protection, and support. The hands representing a propeller in motion may be seen as the evolving nature of the project. As the needs of growing student populations change, so must the concepts of creativity, innovation, and appropriateness in developing and implementing solutions to meet those needs.



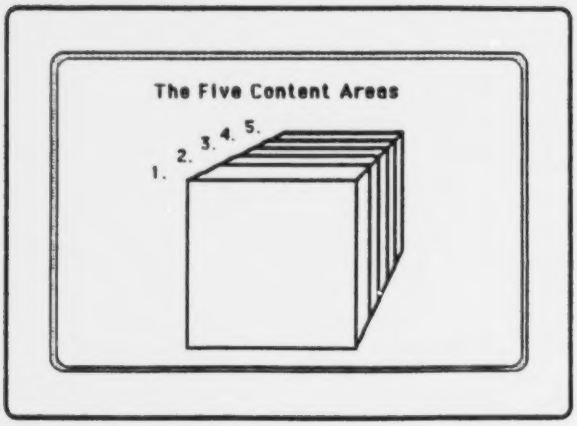
The map of Florida...

Superimposing the symbols of the hands and the cube on a map of Florida symbolizes the statewide scope of the project. Inherent is the development and facilitation of collaboration and communication across the state, as well as beyond the state boundaries.



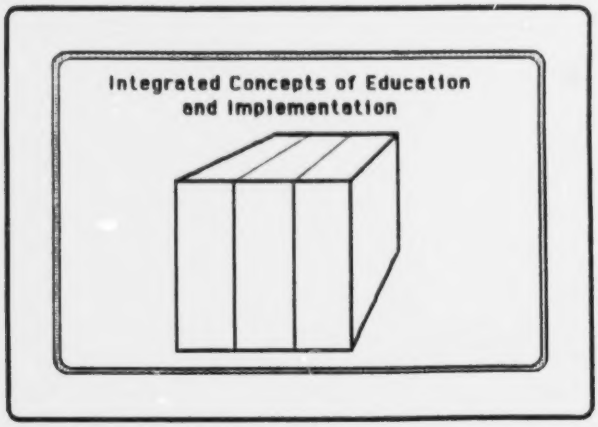
The cube and its first dimension...

The cube is representative of a multidimensional approach to achieving the objectives of the project. One dimension of the cube focuses on the varied interest groups and audiences who share a concern for handicapped and at-risk limited English proficient and language minority populations.



A second dimension of the cube...

A second dimension of the cube addresses specific issues that are critical to the education of language minority populations. To address these issues, the Collaboration and Reform Project has compiled, developed, and field-tested the following five modules: Foundations of Multicultural Education, Second Language Development and Instruction, Language Assessment, Working with Parents, and Transdisciplinary Teaming.



A third dimension of the cube...

A third dimension of the cube represents the integration of the two concepts of education to increase awareness of the needs of the target populations and their families, and implementation of strategies to meet those needs. Because of this project's emphasis on individual accountability, leadership development to accomplish these concepts is also addressed.

MODULES IN THIS SERIES

Module 1, **Foundations of Multicultural Education**, includes key concepts which address the challenge of educating multicultural, multilingual students. Topics include a history of immigration; population changes; predictions for the future; laws and litigation related to civil rights, bilingual/ESOL education and special education; understanding cultural and linguistic differences; learning styles; and educational resources.

Module 2, **Language Assessment**, provides guidelines for the assessment of student language development. Emphasis is placed on developing specifically defined assessment environments that promote student-environment interaction in order to elicit language in context. Included are procedures for eliciting, analyzing, and interpreting language samples, and forming hypotheses which are useful in planning curriculum and learning strategies that meet the needs of non-English language background students with special needs.

Module 3, **Second Language Development and Instruction**, provides an overview of the actual language development of handicapped and at-risk limited English proficient and language minority students and offers field-tested resources and suggestions for developing the English language proficiency of such students.

Module 4, **Working with Parents**, addresses such issues as dealing with the importance of parent-school collaboration, understanding the attitudes and beliefs of non-English language background (NELB) parents and students, assessing the needs of NELB families, establishing effective communication with parents in multicultural settings and developing plans for parent involvement and for strong school-community relationships.

Module 5, **Transdisciplinary Teaming**, emphasizes that the concerted collaborative efforts of transdisciplinary team members can effectively impact handicapped and at-risk LEP students. Topics include: the process and structure of transdisciplinary teaming; establishing the need for transdisciplinary teams; proactive school organization; designing effective interventions; understanding the process and the roles of transdisciplinary team members and using interpreters and translators.

ORIENTATION TO THE MODULES

The five modules developed by the Project are designed for use by consultants who provide inservice education to teachers and administrators. A comprehensive table of contents is provided so that consultants can select specific topics relevant to their needs. The modules are organized into sections which include **CRITICAL POINTS** to be elaborated upon by the consultants, **ACTIVITIES** for participant involvement, as well as material formatted for use as transparencies and/or handouts, designated as "**T**" and "**H**", respectively. A list of references and/or resource materials is located at the end of each module.

MODULE 2:
LANGUAGE ASSESSMENT

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INTRODUCTION

The mission of Module 2: Language Assessment, is to provide an informal procedure for assessing Limited English Proficient (LEP) students' capacity to use language as a tool for communication and cognitive development. While formal standardized tests provide valuable information regarding how LEP students perform in comparison to other groups of students, they do not allow sufficient opportunity for LEP students to demonstrate their level of linguistic and cognitive development within ecological environments that take into account their individualities, cultural backgrounds, and experiential histories. This module proposes the idea that information collected through informal procedures can compliment, *not supplant* , information provided by standardized tests in providing a basis for determining if students require special educational services. As pointed out in **Module 1: Foundations of Multicultural Education (section 1.2.3)**, LEP students in the state of Florida are underepresented in special education programs due to inappropriate assessment of this student population.

The essential premise of this, **Module 2: Language Assessment**, is that the assessment of language must take into account the interrelationship among experience and the development of cognition, motives, or reasons that provide the initiative for expression, and language as the vehicle for developing, reinforcing, and expressing concepts. The following example illustrates the preceding interrelationship.

If a child (non-mentally handicapped) is exposed to books, she will learn to recognize the characteristics that define books, and she will essentially learn the concept of "book." The learning of the concept of "book" culminates with the child learning that the abstract word "book" represents the concrete object. Eventually she will learn to say the word "book." Her motive to access her favorite book can now be expressed through a linguistic (abstract) message. When she wants to access her book, she can now use language as a tool or vehicle for expressing a desire. By using the word "book" (language) she reinforces the abstract *concept* which represents the actual object; language now also becomes a tool for learning. Note, however, that *not* having had the exposure to books would have precluded a) her *developing the concept* of "book," b) *wanting* to access a book, and c) her *developing the expression through language* with which to satisfy her desire to access a book. The preceding example demonstrates the interrelationship among experience, cognition, motive, and language as a vehicle for developing, reinforcing, and expressing concepts, and emphasizes that language assessment procedures must seriously consider the established interrelationship.

This module develops a procedure for assessing language in context. The procedure is based on Noam Chomsky's theory of Transformational Generative Grammar. **(Chomsky, N. (1957). Syntactic Structures. Mouton: The Hague.)** In essence the theory proposes that humans have the capacity to produce infinite linguistic utterances. Still, humans do not produce *infinite* utterances. We produce *finite* utterances. We produce *specific* utterances. *Why* do we produce *specific* utterances? How do we *choose* which utterances to produce if we can actually produce infinite utterances? This module accepts that *specific motives* guide the choice of expression through

language. Thus, although language can be used as a tool for infinite expression, *specific* motives provide the initiative for producing *specific* utterances. Though the number of specific motive may conceivably be infinite, they nonetheless are *specific*. Thus, specific motives can be expressed by infinite utterances, with the utterances ranging from the isolated gesture to the highly complex, systematic, and sophisticated linguistic expression.

The language assessment procedure developed in this module involves abstracting and defining specific motives that provide the initiative for expression. A critical consideration in abstracting and defining specific motives is that they be general enough to hold true universally, across cultures; such a consideration is especially significant as LEP students, who are especially culturally diverse, are the essential focus of the language assessment procedure developed. Functional models of language **(Halliday, M.A.K. (1973).Explorations in the functions of language. London: Edward Arnold; Tuff, J. (1985). Listening to children talk. Slough, Berkshire: Hollen Street Press, Ltd.)** have already defined specific purposes for which language is used. These functional models of purposeful use of language provide the basis for the abstraction and definition of specific motives.

The organizational scheme developed abstracts three main categories of motives: the motive to use language to construct meaning, the motive to express meaning, and the motive to coordinate the two preceding motives. The preceding motives are referred to as, respectively, the Creativity Motive, the Expressive Motive, and the Communicative Motive. The Creativity Motive is subcategorized into three submotives: the Extrapolating Motive, the Probing Motive, and the Distinguishing Motive. The Expressive Motive is subcategorized into two submotives: the Self-Expressing and the Generic-Expressing Motives.

The module develops a procedure for employing the specifically defined preceding motives as themes for eliciting language in context. The language assessment procedure developed places emphasis on the development of specifically defined assessment settings that promote student-environment interaction; ***the aim is that such interaction will stimulate the students into producing language that is guided by the specific motives outlined.***

The language elicited through the developed procedure can subsequently be analyzed and interpreted. Such results can then be used to develop and test hypotheses concerning students' language development. The specific information that the language analysis procedures yield can be used to gauge the language that students assessed are *actually producing*, which in turn provides teachers with a guide as to the complexity of the language to employ when interacting with the students and when choosing instructional materials.

2.1 UNDERSTANDING INFORMAL ASSESSMENT

2.1.1 Understanding the Relationship Between Language and Cognition

CRITICAL POINTS

Over the past several decades the study of childrens' language development has provided researcher and educators with an understanding of how language develops and how this development is related to the development of cognition. For an overall view of the developmental process, the presenter may want to refer to the following books: **Gleason, J. B. (1985). The development of language. Columbus,OH: Charles Merrill; Miller, J. F. (1981). Assessing language production in children. Baltimore: University Park Press; Owens, R. E. (1984). Language development. Columbus,OH: Charles Merrill.)** Although advances in child language research have been made during the past twenty years, most of this research has focused on mainstream, monolingual children. Longitudinal group data on the language development of culturally and ethnically diverse, bilingual, and handicapped children have yet to be collected. Available information on developmental stages and cognitive milestones must be reviewed carefully when this information is applied to understanding the needs and developmental patterns of children who are culturally and linguistically different. This is especially true when the information is being used to infer developmental delays or limitations in cognitive development. Care must be taken to alert participants about the tendency to generalize information collected on mainstream, middle class children, to other populations. The presenter may want to refer to Section 1.4 (Module 1) for additional information on differences in language and culture.

The purpose of this component of the first section of Module 2 is to provide participants with an understanding of the relationship of language and cognition. It is believed that although language and cognitive developmental patterns may differ for diverse language and culture groups, general patterns and relationships do apply across language and cultures. These generalizations are presented here.

The important point of this information is that cognition must develop along with language. To be effective, language development programs must be anchored in reality-based experiences which promote cognitive development and bridge between concrete and abstract learning. In order to determine students' level of functioning, the process of assessment must focus not only on the language understood and produced by the student, but it must be seen as a vehicle for determining the student's level of cognitive development. Language is the vehicle for

examining the ways in which students perceive, organize and produce ideas and meaning.

- In **(2.1.1.T.1.A-E),** the relationship of language and cognition is presented as sets of linguistic and nonlinguistic knowledge in a series of transparencies that fit together to form one graphic. Language and experiences bridge the gap between these two sources of knowing. To assist the participants in understanding this concept, have them think about things that they know about but have difficulty putting into words. There are many things that we know about, even know well, but do not put into words. Many of these are physical. For example, can you tell someone how to ride a bike as easily as you can show them? It might take a whole volume to explain how to start a car, yet many adults start cars easily every day. Dreams and other experiences that we have observed and participated in are difficult to put into words. So are emotions. What is important here is to encourage participants to realize that many children come to school with a great deal of information which they cannot necessarily put into words in any language. Efforts at assessment seek to determine both the student's ability to use language and to organize experiences and information meaningfully.

  Initial experiences, seen as nonlinguistic knowledge, provide the background on which language is developed. In **(2.1.1.T.1.A)**, this relationship is seen as emerging from the pool of nonlinguistic knowledge, or cognition toward linguistic development. Initial experiences foster the need and the opportunity for language. There are specific milestones of language which can be traced to nonlinguistic experiences. For example, young children who know that the cookies are kept at the top of the cupboard may say "cookie" and point or say "up." Observing children attempting to resolve needs provides us with information on how language and cognition are closely tied together.

- In **(2.1.1.T.1.B)** the cognitive development of specific aspects of language is seen as emerging from the pool of nonlinguistic knowledge. Examples of this development are the use of prepositions and colors. As language continues to develop, children learn through explanation as well as experience. They can be told a story or about a dangerous item, and without having to undergo the experience, can gain the meaning, as depicted in **(2.1.1.T.1.C).** Here the influence of prior experiences continues to provide underlying support for language development as the child moves away from reliance on concrete experiences and into the domain of more abstract thinking. Understanding, as provided through the meaning conveyed through language also comes to play an increasingly important role in the learning process.

- In **(2.1.1.T.1.D)** as comprehension, as provided through language, develops and increases, the information gained can also increase nonlinguistic knowledge. An example of this type of cognitive development can be seen in the process of reading a story about a

person's experience in an unknown country. The reader must visualize the environment as well as the events of the story in order to gain meaning from it. Visualizing this helps to reader to gain greater understanding of the country, the time period, the setting, and the events. As second example of language anchoring cognition can be seen as student taking notes during a lecture and later reviewing the information. The notes, which contain linguistic knowledge, serve to promote understanding of the meaning of the information presented in the lecture. Language then becomes a tool for learning; in the process of learning students' language develops and expands.

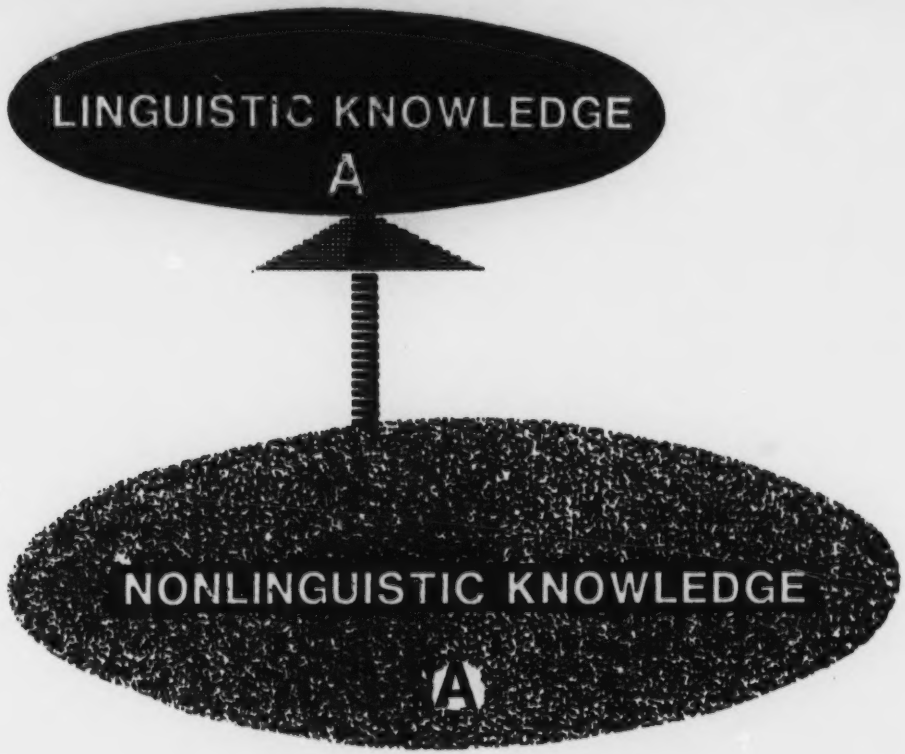
- Some language is not related to cognitive development, **(2.1.1.T.1.E).** The bag-like shape in this graphic presents the idea of an extra weight of language which is not related to meaning or comprehension. When children are provided with incomprehensible input, they attempt to make meaning out of it. An example is found it the four year old who found a good way to attract attention was to enter a room and say, "Let me tell you about my latest research." Gifted children are often found using language that they really do not understand or use appropriately. Unfortunately, handicapped LEP children are often put into situations in which they are provided with incomprehensible input; they do not understand what is being presented. They may be able to access the sound system of the language and begin to sound as if they are using language meaningfully, but closer observation reveals limited vocabulary and sentence structure, in effect limited language development. Efforts at assessment must begin by determining students' current level of linguistic functioning and cognitive development, in order to provide meaningful input at or just above that level **(Rice, M. L. (1983). Contemporary accounts of the cognition/language relationship: Implications for speech-language clinicians. Journal of Speech and Hearing Disorders, 48, 347-359).**

ACTIVITIES

- Participants will understand the concepts presented in **(2.1.1.T.1.A-E)** if they have an opportunity to provide their own examples. For each of the levels of cognitive and linguistic interaction, have them work in groups to think of examples. Then have them share these examples in larger groups. A transparency and handout designed to facilitate and record this activity is presented in **(2.1.1.T.2 & H.1).**

THE RELATIONSHIP OF LANGUAGE AND COGNITION

6



A = COGNITION ACCOUNTS FOR LANGUAGE

(2.1.1.T.1.A)

7

B=COGNITION ACCOUNTS FOR ASPECTS OF LANGUAGE

(2.1.1.T.1.B)

19

20

(2.1.1.T.1.C)

**C = COGNITION INFLUENCES LANGUAGE;
LANGUAGE INFLUENCES COGNITION**

9

(2.1.1.T.1.D)

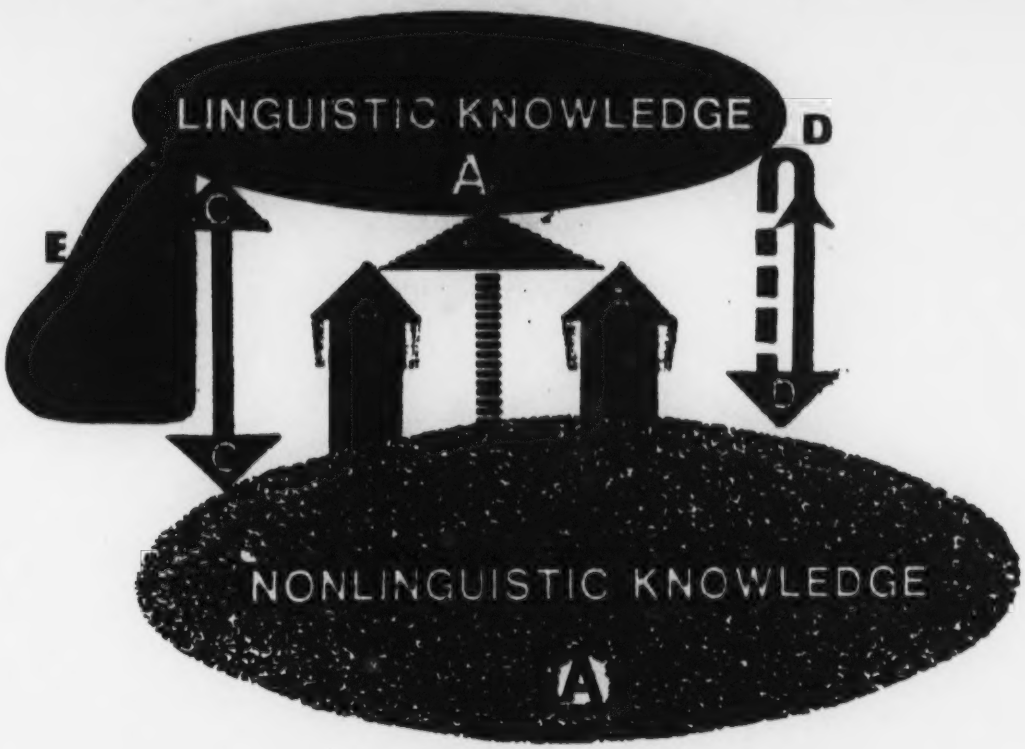
D=LANGUAGE ANCHORS COGNITION

10

(2.1.1.T.1.E)

E=LANGUAGE NOT RELATED TO COGNITION

THE RELATIONSHIP OF LANGUAGE AND COGNITION



A=COGNITION ACCOUNTS FOR LANGUAGE
B=COGNITION ACCOUNTS FOR ASPECTS OF LANGUAGE
C=COGNITION INFLUENCES LANGUAGE;
LANGUAGE INFLUENCES COGNITION
D=LANGUAGE ANCHORS COGNITION
E=LANGUAGE NOT RELATED TO COGNITION

THE DEVELOPMENT OF COGNITION AND LANGUAGE

(2.1.1.T.2&H.1)

A. Cognition Accounts for Language

B. Cognition Accounts for Aspects of Language

C. Cognition Influences Language; Language Influences Cognition

D. Language Anchors Cognition

E. Language Not Related to Cognition

2.1 UNDERSTANDING INFORMAL ASSESSMENT

2.1.2 The Importance of Bilingual Assessment

CRITICAL POINTS

- The purpose of this part of the first section is to emphasize the importance of bilingual assessment involving not only the surface skills typically tested in language tests, but also the underlying cognitive skills which are the foundation for learning. This concept is depicted in **(2.1.2.T.1).** On the left side of the graphic the language processes to be examined are presented. The cognitive processes are presented on the left. Bilingual language and cognition are presented in the middle as one iceburg with two tips above the water line. The tips of the iceburg represent the visible, easily observable parts of language and cognition. In the domain of language these are pronunciation (*phonology)*, vocabulary (*lexicon),* and grammar (*syntax and morphology).* Within the cognitive domain these are knowledge and comprehension. The more important and more difficult aspects of language and cognition to be assessed lie under the water line. Semantic and pragmatic, functional meaning exist within the language domain and application, analysis, synthesis and evaluation lie within the cognitive domain (Bloom's taxonomy). Performance within these domains is mediated by the cultures of each of the languages involved. **(Cummins, J. (1984). Bilingualism and special education: Issues in assessment and pedagogy. Boston: Little, Brown).**

ACTIVITY

- Participants need practice and experience in developing informal assessment procedures. This activity will initiate them into development and use of informal measures of assessment, an important skill. In conjunction with **(2.1.2.T.1)**, have the participants develop specific age-appropriate activities for each of the areas within Bloom's taxonomy. These can be related to one specific subject or across the curriculum. Share these activities within the group. Then have them think how the domains of language can be assessed in conjunction with the assessment of cognitive skills. A worksheet for developing this activity in found in **(2.1.2.H.1)**.

13

COGNITIVE PROCESS

Knowledge
Comprehension

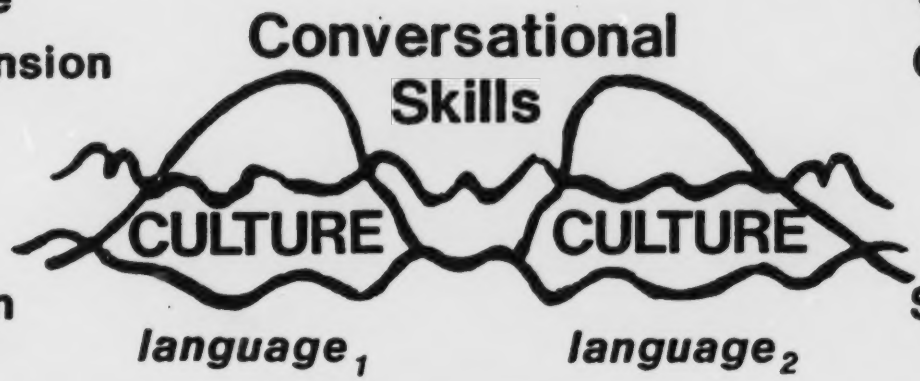
Application
Analysis
Synthesis
Evaluation

LANGUAGE PROCESS

Pronunciation
Vocabulary
Grammar

Semantic Meaning

Functional Meaning



SURFACE AND DEEPER LEVELS OF LANGUAGE PROFICIENCY

(2.1.2.T.1)

28

29

DEVELOPMENT OF INFORMAL ASSESSMENT OF COGNITIVE SKILLS

(2.1.2.H.1)

DOMAIN	SUBJECT	ACTIVITY
Knowledge		
Comprehension		
Application		
Synthesis		
Evaluation		

2.1 UNDERSTANDING FORMAL ASSESSMENT

2.1.3 Formal Assessment

CRITICAL POINTS

- **Formal** assessment procedures imply assessment procedures that are standardized, that is, that explicitly and specifically prescribe the (a) administration, (b) scoring, and (c) interpretation of tests. The essence of formal assessment procedures that use standardized tests is that the gauging of performance **always** occurs under prescribed, **identical** circumstances.

- Standardization procedures assure that factors that are not accounted for in the design of tests and that may influence performance will be absolutely minimized. By controlling for such factors, the expectation is that the performance of the test-takers will more closely represent their potential to perform.

- Standardized formal assessment procedures are best represented or typified, by "norm-referenced" tests. Norm-referenced assessment procedures address education assessment complexities by (a) defining variables that identify **similar** individuals and (b) comparing similar individuals' performance on educational related tasks. Essential to understanding such tests is understanding the terms **norm** and **referenced**. The term **norm** may be thought of as meaning **typical** or **similar**. Thus, an individual's performance is ***compared***, that is referenced, with the performance of a group composed of **typical**, or **similar** individuals.

- **A basic underlying educational strategy employed by school systems is to provide similar instruction to similar students.** Thus, norm-referenced assessment measures are appealing because they provide measures that provide insight into the identification of similar students. Due to the grave implications of correctly identifying **similar students** through formal assessment procedures, extreme caution must be taken in the identification of variables that define the term *similar*. In general, similarity decreases as more variables of comparison are taken into account. Likewise, as the number of variables of comparison decrease, similarity increases. Thus, students may appear to be similar when compared on the basis of a small number of variables. For example, the mentally handicapped population may appear to be homogeneous to those people who have limited experience with such students and who only refer to a few, very general, comparison-variables; educators who specialize in these students, however, can identify and recognize the various handicaps on the basis of a large number of specific criterial variables.

- Measure of performances of normed groups on standardized norm-referenced tests are typically represented as normal curves. Individual performances are compared against the normal curves and typically reported as quartiles, stanines, and percentiles.

- It is essential to understand that the essential purpose of standardized **norm**-referenced tests is to provide measures of comparison between similar individuals; the essential purpose of such tests is **not** to determine the degree that an individual has internalized their educational experiences.

- **Criterion**-referenced tests, which may or may not be standardized, contrast with standardized norm-referenced tests in that their essential purpose is to compare individual performance with specified educational experiences. The scoring of such tests reflect the extent that the specified educational experiences have been internalized. Educational assessment through criterion-referenced tests is also referred to as **curriculum-based assessment.**

- **In addition to the purposes discussed above, norm-referenced and criterion-referenced tests,** also referred to as **achievement tests**, are useful in screening, that is pointing out students' broad areas of students' educational difficulties. Norm-referenced tests do not provide feedback on **specific** educational needs, they only provide feedback on general areas that need to be addressed. Criterion-referenced tests are useful in determining specific areas of educational difficulties. In addition it is important to understand that achievement tests are separate and distinct from aptitude tests which ***hypothetically*** provide indication of the potential for academic success.

ACTIVITY

- Ask the participants to rate the educational relevancy of the list of comparison-variables found in **(2.1.3.T.1 & H.1)**. Ask them to expand on the list.

SURVEY OF EDUCATIONAL RELEVANCY OF COMPARISON VARIABLES

(2.1.3.T&H.1)

COMPARISON-VARIABLES	EDUCATIONAL RELEVANCY High 1 2 3 4 5 Low
socio-economic status	
education of parents	
family emphasis on education	
race	
religious structure	
number of siblings	
attitude towards education	
previous educational success	
.	
.	
.	

2.1 UNDERSTANDING FORMAL ASSESSMENT

2.1.4 Difficulties With Applying Formal Assessment Procedures to Limited English Proficient Students

CRITICAL POINTS

- For reasons of practicality, formal assessment procedures use norming comparison-variables that are (a) educationally relevant and (b) readily apparent. Though (a) and (b) above are compatible in many circumstances, they are incompatible in others. Specifically, many educationally relevant variables are not readily apparent and the collection of such data is therefore impractical.

- With regard to the LEP student population, formally assessing such students without adequate reference to impractical-to-collect norming data has devastating educational consequences.

- Specifically, the term "Limited English Proficient" (LEP) in no way lays claim to **any** variables of similarity other than a limited fluency in the English language. The lack of consideration of appropriate norming variables in the design of standardized tests administered to such students inevitably leads to misinterpretation of formal assessment results and ultimately to improper placement and educational experiences. For example, as discussed in **Module 1: Foundations of Multicultural Education** (section 1.2.3) LEP students are routinely over- and under-represented in special education programs basically as a result of the improper use of standardized tests.

- A direct consequence of insufficient consideration of non-negligible norming variables as related to LEP student populations is the exclusion of critical data in the conceptualization of test items; thus, test items that are included in standardized tests are inevitably problematic to the LEP students taking such tests: **by excluding critical norming variables, and by including inappropriately conceptualized test items, inappropriately designed and used standardized tests *define and perpetuate* LEP students as at risk of educational failure.**

- Another difficulty with applying formal assessment procedures to LEP students is the inherent inappropriateness of *administering* standardized tests to groups that include diverse student populations: treating diverse students exactly the same, as called for in standardization procedures, unavoidably leads to diverse reactions to the testing instructions which could adversely affect performance.

- While consistency of standardized test taking conditions may potentially negatively affect diverse students that are included in the testing groups, *unqualified administrators* of such tests will also generally render the results of tests taken under their guidance inappropriate and uninterpretable.

- The appropriateness of translated versions of standardized tests, another critical factor to consider when applying formal assessment procedures to LEP students, will depend on (a) the appropriateness of the test items: **relatively straight-forward translated versions of standardized tests will generally be invalid due to the failure to consider the implied as well as literal meaning of the test items**; (b) appropriate norming variable consideration, and (c) appropriateness of test administering conditions.

- Alongside formal assessment procedures, **informal assessment procedures** are proving to be invaluable in meeting the challenge of understanding our at-risk LEP student population and of appropriately matching such students with educational instruction. With the numbers of such students increasing at an ever-increasing pace, as outlined in **Module 1: Foundation of Multicultural Education,** the very advancement and perpetuation of our nation is dependent on **appropriate** educational assessment of all our students.

ACTIVITY

- In an entire-group setting, ask the participants the implications of the following statement, and ask them to relate the implications to the classroom.

  "They all look the same to me."

  Key Point: As expressed in **Section 2.1.1: Formal Assessment,** a basic underlying educational strategy employed by school systems is to provide similar instruction to similar students. Thus, accepting the above statement as true for all Limited Proficient Students implies the possibility of providing inappropriate educational instruction.

2.1 UNDERSTANDING INFORMAL ASSESSMENT

2.1.5 Prereferral/Intervention Assessment

Standardized testing has proven to be inappropriate for LEP students in general, because it does not provide information on what students can do or what teachers should do to help students. The purpose of this module is not to advocate against standardized testing. Standardized tests are appropriate for determining how LEP students perform in comparison to other groups of students. The purpose of this component of the module is:

- to assist school districts and educators develop programs and instructional strategies that are responsive to the needs of LEP students, especially those who are handicapped or at-risk of educational failure.
- to increase awareness of the difficulties associated with formal testing of culturally and linguistically different students.
- to familiarize participants with the rationale behind the process of prereferral intervention and its specific focus on intervention, not identification.
- to increase awareness of advantages of informal assessment strategies which can be used in the classroom, including:
    a. a rationale for informal assessment;
    b. types of informal assessment;
    c. the increased validity of informal assessment which results from collaborating with others.
- to familiarize participants with terminology and constructs from special education, psychology, linguistics, and sociology as they relate to teaching culturally and linguistically different children.
- to provide guided practice in interpreting information gathered through informal assessment strategies, such as the PRAISE checklist, for the purposes of:
    a. defining problems;
    b. prioritizing student needs;
    c. writing goal statements;
    d. implementing and evaluating instruction.
- to provide participants with guided practice in using the prereferral intervention checklist with a case study, emphasizing the need for inter-rater reliability.

Critical Points

- Learning problems are influenced by learner characteristics, the learning setting, the curriculum, and instructional variables.
- LEP students are sometimes referred for special education evaluation because teachers do not have a systematic process for collecting, analyzing, and using information to plan appropriate instructional interventions.
- Teachers will use a process of instructional (prereferral) interventions if they can be assured of their worth.
- LEP students who are hard to teach will respond to good teaching, instruction which is meaningful and motivating for them.
- Teachers can learn to teach LEP students with special learning needs through a process of structured information gathering and effective instruction.
- Preventing learning failure through effective interventions in the regular classroom is more desirable than waiting months or years for bilingual assessments and placement in special education.
- A process of instructional (prereferral) intervention will not become a routine instructional strategy until it is firmly entrenched within the bounds of regular education.
- The responsibility for LEP students who are hard to teach must be shared by ESOL and classroom teachers working collaboratively with special education in a problem-solving information-sharing mode.
- In **(2.1.5.T&H.1)** the advantage of effective instructional prereferral interventions are listed. The most important point to be made here is that school systems are functioning in the mindset that requires students to be classified as either handicapped or normal. This approach does little to assist students to be successful. It does promote, however unintentionally, practices which put LEP students at great risk of educational failure. The prereferral intervention process of observing students responding to their specific needs provides a positive approach to classifying and categorizing students. One of the major complaints that people have to this approach is that it requires too much time. Before presenting this section, it is important to demystify the psychoeducational assessment process. Emphasize that if labeling students promoted their success, everyone placed in special education would be more successful that they currently are. Labeling, in fact, can hurt children. The psychoeducational assessment process is also a time-consuming procedure. Finding alternatives that produce successful

outcomes is essential if we are to keep students in school and effectively engaged in the learning process.

- **(2.1.5.T&H.2)** continues with advantages for educational personnel.
- **(2.1.5.T&H.3)** lists advantages for the student.
- An orientation to a specific prereferral intervention checklist is given on **(2.1.5.H.4).** The **PRAISE** (**P**rereferral **A**ccomodations and **I**nterventions for **S**tudents in **E**SOL) Prereferral Intervention Checklist is useful in collecting and organizing information on LEP students. It can be used in conjunction with information collected through standardized assessment procedures or as a prereferral alternative. Point out that the items listed here can be modified to meet specific district or instructional needs.
- Instructions for using the checklist are explained on **(2.1.5.H.5)**
- The entire PRAISE Prereferral Intervention Checklist is provided in **(2.1.5.H.6.A-Q)**
- In the Summary of the PRAISE Checklist **(2.1.5.T.4)** the data collected on the checklist are organized so that instructional planning and collaboration can be conducted. Determining the areas of greatest need is important; teachers cannot do everything all at once. Focusing on specifics serves to harness resources and effects and increase expectations to produce positive results. If these expectations are not met, data collected can be used to determine additional needs and strategies.

ACTIVITIES

- In referring to the PRAISE checklist, emphasize the need for collaboration in the collection/organization process. Encourage participants to think about ways this information can be collected and why it is important.
- Guidelines for minimizing discriminatory assessment practices, some suggested intervention/instructional techniques are presented on **(2.1.5.T.5.A-C)** Review and discuss these overheads with the participants.
- Suggestions for developing training for personnel are offered in **(2.1.5.T.6)**. The background offered through this type of training is important for identifying and addressing LEP students' needs.

ADVANTAGES OF EFFECTIVE INSTRUCTIONAL PREREFERRAL INTERVENTIONS FOR THE SCHOOL SYSTEM

(2.1.5.T&H.1.A)

- Eliminates unnecessary referrals, time spent testing, report writing, and placing students in special education
- Focuses on what students can do in addition to what they need to be able to do.
- Promotes collaboration throughout the system.
- Assists school personnel in observing students and organizing case study information meaningfully.
- Saves money and time.
- Provides benefits to parents through opportunities for involvement and positive participation. Increases effective use of school resources.
- Educates students in the least restrictive environment.
- Increases the possibility that expensive bilingual assessments will be needed for fewer students.
- May decrease costly delays in student's education through testing.
- May avoid litigation and potential lawsuits.

ADVANTAGES OF EFFECTIVE INSTRUCTIONAL PREREFERRAL INTERVENTIONS FOR EDUCATIONAL PERSONNEL

(2.1.5.T&H.1.B)

- Reduces time spent testing
- Reduces caseload
- Relieves special educator of major responsibility for finding of handicap, no handicap based solely on testing, which is merely a sample of a student's overall behavior
- Provides special educators and regular educators with specific information which can be used in collaborating and implementing appropriate instructional interventions

ADVANTAGES OF EFFECTIVE INSTRUCTIONAL PREREFERRAL INTERVENTIONS FOR THE STUDENT

(2.1.5.T&H.1.C)

- Receives intervention immediately, rather than waiting until after testing has been done
- Avoids unnecessary handicapping label and associated stigma with lowered self-image
- Remains in the mainstream, rather than being segregated into special education classes
- Learns through appropriate instructional strategies
- Participates with peer models in the learning process

ORIENTATION TO THE PRAISE PREREFERRAL INTERVENTION CHECKLIST

(2.1.5.H.2.A)

The PRAISE (Prereferral Accomodations and Interventions for Students in ESOL)prereferral intervention checklist is used as an informal assessment measure to gather information from the perspective of the classroom teacher, ESOL teacher, and others who work directly with the student in school. The checklist is made up of three sections which correspond to the Maryland State Learning Disabilities Initiative: 1) achievement and performance information; 2) learning and behavior information; and 3) physical and environmental information.

In the first section, achievement in reading, math, and language (both oral and written) are evaluated. Next, learning and behavioral characteristics are noted. This section has major implications for determination of a processing or learning difficulty. These first two sections are very similar to checklists for all students.

The third section of the checklist asks for information on physical and environmental factors and evaluates environmental, linguistic, and cultural differences which may have significant implications for the learning performance of LEP students. These categories can be viewed as gathering information on factors which are considered "exclusionary." Exclusionary factors are those which point to a difference in experience or background as the primary cause of learning problems, rather than a disability per se. They may, therefore, exclude the student from being considered for a handicapping label and placement in a special education program.

It is important to point out that, although informal checklists do not have the disadvantage of comparing students to a norming population to which they have little in common, they do carry a risk for bias because they are subjective measures. They ask for the opinions and judgments of those who complete the instruments. Therefore, they may reflect biases similar to those inherent in more formal measures.

In order to alleviate potential bias, several measures are suggested. First, teachers should be instructed in the possibility of bias in using such instruments. The concept of inter-rater reliability should be stressed, so that users of the checklist will think about whether their responses would be similar to responses of other teachers of the student. Finally, it is important that teachers be aware that they should compare students only to others of similar age, experiential background, culture, or language.

One of the advantages of a prereferral checklist is that it can be used in multiple ways. School personnel may use the checklist periodically to view progress over time. School problem-solving teams can use the checklist to delineate specific areas of difficulty which require intervention. When a limited English proficient student is suspected of having a handicapping condition, use of the checklist may indicate factors (linguistic and cultural difference, lack of

(2.1.5.H.2.B)

educational background, and other exclusionary factors) which may be unrelated to a handicapping condition, but be contributing to the problem.

Rationale and Importance

Of the approximately 5% of students referred for special education evaluation yearly in the United States, approximately 90% are tested, and about 3/4 of those tested are found eligible for special services (Algozzine, Christenson, & Ysseldyke, 1983). The learning disabilities and speech/language handicapped categories serve the bulk of limited English proficient (LEP) students found handicapped. Both of these categories are loosely defined. A dramatic increase in LEP students placed in these categories has occurred in recent years (Willis & Greenberg, 1986).

Non-biased assessment is difficulty to achieve for students limited in English and culturally different. yet evaluation of students is mandated by Public Law 94-142, and the use of tests which are neither valid nor reliable for this population continues. A process of prereferral intervention is proposed as an alternative to formal testing in an attempt to detour the lockstep referral-to-placement process. Such a process is important for all children but is especially critical for the LEP child.

The PRAISE Prereferral Intervention Checklist for Students in ESOL is an instrument which can be used to promote a systematic informal intervention process with LEP children. The instrument has been field tested in a major metropolitan school area and has been found appropriate for use with elementary and middle school students.

INSTRUCTIONS FOR USING THE PRAISE PREREFERRAL INTERVENTION CHECKLIST

(2.1.5.H.3)

A prereferral intervention process takes places in the regular classroom as teachers make instructional accommodations to meet their students' learning needs. Prereferral intervention occurs prior to and often instead of referral, whenever teachers have concerns about a student. The PRAISE Prereferral Intervention Checklist incorporates a structures way to:

- gather information about a student
- problem solve with other teachers
- clarify and define educational problems, and
- choose interventions for identified problems

To gain insight into the needs of limited English proficient students, teachers need information about cultural, linguistic, and environmental factors in addition to achievement data. Such knowledge can change the perspective on the student's needs and suggest appropriate interventions.

WHO MAY USE THE PRAISE CHECKLIST: All regular and special education personnel

WHEN TO USE: Use the checklist whenever concerns about a student exist. It can be use to view progress over time, define problem areas which require intervention, explore factors unrelated to a handicapping condition (but contributing to the need), and document attempted interventions.

HOW TO USE: The whole checklist does not need to be completed for every student. If the area is a strength, users may check that item and leave the rest of the section blank. It is recommended that teachers work together to complete the instrument. Strengths and needs should be noted in every area and summarized on each page. Needs should be explored in depth. To interpret information, users should consider whether checks in a section indicate a learning problem or are related to cultural, linguistic, or background differences.

DIRECTIONS: Use the following symbols in completing the checklist:

- Check (√) - for student characteristic and what student can do.
- Minus (-) - for what student does not or cannot do.
- Emerging (E) - for behaviors that the student demonstrates sometimes.
- Zero (0) - for information that is lacking.

CAUTIONARY NOTE: Subjective measures of student performance, such as this checklist, reflect judgments which may be biased. in rating a student, teachers should consider whether progress or behavior is appropriate for the student's age when compared to other ESOL students of the same background, country of origin, and cultural and linguistic groups.

THE PRAISE PREREFERRAL/INTERVENTION CHECKLIST
(2.1.5.H.4.A)

Student Name_____ School_____

Date of Birth_____ Grade_____Teacher_____

Date Entered School System_____ Date Checklist Completed_____

Names and Titles of persons Completing Checklist_____

_____

_____

_____

_____

DIRECTIONS: Use a check(√) if item describes student; a minus (-) if item does not describe student: a zero (0) for no information. Use (E) for emerging skills. If the area is a strength, do not complete the rest of the items.

_____

ACHIEVEMENT/PERFORMANCE

Listening Comprehension

___This area is a need.
___This area is a strength.

Comprehends: (Check ONLY ONE)

___Ordinary conversation between native speakers

___Most of what is said to him/her

___Some of what is said to him/her

___Hardly anything

Is able to: (Check ALL THAT APPLY)

___Follow simple verbal directions

___Recognize details in stories

___Understands concepts

Has Mastered:

Needs to Learn:

(2.1.5.H.4.B) ORAL EXPRESSION

___This area is a need.
___This area is a strength.

___Learning rate is appropriate

___Makes self understood

___Describes objects/events

___Answers questions

___Categorizes

___Communicates needs and feelings

___Expresses humor

___Uses gestures in place of words

___Word knowledge is about the same as others who have in ESOL the same amount of time

___Sequences events

___Names items

___Names items

___Gives commands

___Defines words

___Uses appropriate verb tense

___Retells stories from beginning to ending with complete sentences

___Word order is about the same as others who have been in ESOL the same amount of time

Has mastered:

Needs to learn:

READING COMPREHENSION

___This area is a need.
___This area is a strength.

___Comprehends facts in reading

___Asks relevant questions

___Retells story in own words

___Understands vocabulary

___Requires cues/choices to comprehend reading passages

___Grasps main ideas

___Draws inferences from readings

___Follows written directions

___Is able to define words

___Grade level in reading comprehension (write in)

Has mastered:

Needs to learn:

(2.1.5.H.4.C)

WRITTEN EXPRESSION

___This area is a need.
___This area is a strength.

___Uses correct syntax

___Spells correctly

___Writes simple sentences

___Organizes sentences/ideas into meaningful paragraphs

___Writes fluently

___Written work is often not don't up to student's ability

___Completes written assignments

___Expresses ideas in writing

___Uses correct punctuation/ capitalization for age, background, language & culture

___Avoids writing tasks

___Demonstrates age-appropriate maturity of content in writing

Has mastered:

Needs to learn:

MATH

___This area is a need.
___This area is a strength.

___Recognizes numerals

___Knows number concepts for grade

___Knows math facts for grade

___Performs addition

___Performs subtraction

___Performs multiplication

___Performs division

___Is accurate in computation

___Sets up operations

___Aligns columns

___Solves word problems

___Grade level in math (write in)

___Knows measurement, time, money concepts

Has mastered:

Needs to learn:

(2.1.5.H.4.D)

BASIC READING SKILLS

___This area is a need.
___This area is a strength.

___Uses top-to-bottom, left-to-right approach

___Keeps place in reading book

___Recognizes sight words

___Is at a readiness level

___Grade level in reading (write in)

___Blends sounds to form words

___Uses work attack skills

___Uses context cues

___Likes to read

Has mastered:

Needs to learn:

(2.1.5.H.4.E)

LEARNING/BEHAVIOR

Visual Discrimination

___This area is a need.
___This area is a strength.

___Identifies letters, numerals

___Copies at close and far point

___Discriminates details in "busy" pictures and worksheets

___Holds reading material at appropriate distance

___Sequences visual material

___Processes visual information well

Summary of strengths:

Auditory Discrimination

___This area is a need.
___This area is a strength.

___Identifies frequently heard sounds

___Identifies same and different in sounds and words

___Hears speech sounds accurately

___Turns to locate sounds

___Processes auditory information well

___Maintains attention

Needs:

Visual Memory

___This area is a need
___This area is a strength

___Recalls things seen-short term

___Recalls sight words

___Recalls a sequence of objects, words seen

Summary of strengths:

Auditory Memory

___This area is a need
___This area is a strength

___Remembers number, words, sentences - short term

___Remembers songs and rhymes

___Remembers directions

Needs:

(2.1.5.H.4.F)

VISUAL MOTOR COORDINATION

___This area is a need
___This area is a strength

For Younger Students:

___Copies designs

___Manipulates small objects

___Traces

___Cuts on a line

___Grasps pencil appropriately

___Prints

For older students:

Handwriting is appropriate for:

___Letter formation

___Spacing

___Slant

___Size

___Staying within lines

___Speed

Summary of strengths:

Needs:

ATTENTION/ORGANIZATION

___This area is a need
___This area is a strength

___Has good study skills

___Assumes good listening posture

___Is careful in word

___Has test taking skills

___Has materials and assignments needed for class

___Is on time for class

___Maintains attention

___Uses time wisely

___Completes task

___Words independently

Summary of strengths:

Needs:

(2.1.5.H.4.G)

SOCIAL PERCEPTION

(Demonstrates understanding of social settings and cues)

___This area is a need.
___This area is a strength.

___Is aware of thoughts and feelings of others

___Interprets social cues

___Accepts responsibility for own behavior

___Initiates conversation

___Requests information or assistance when needed

___Takes turns in conversation

___Greets others appropriately

___Makes relevant comments

Summary of Strengths:

Needs:

PROBLEM SOLVING

(Approaches to learning new tasks and generalizing learning)

___This area is a need.
___This area is a strength.

IMPORTANT! THIS SECTION HELPS IN UNDERSTANDING HOW A STUDENT LEARNS.

___Has average ability level

___Distinguishes relevant information/key words

___Understands problem to be solves

___Uses reasoning and logic

___Can explain own reasoning process

___Sequences information

___Recalls information, facts

___Learning rate is below average

___Uses specific learning strategies

___Uses systematic approach

___Applies previous knowledge to new situation

___Uses critical thinking skills

___Attempts new tasks

___Has basic concepts

Summary of Strengths:

Needs:

(2.1.5.H.4.H)

ACTIVITY LEVEL

___This area is a need.
___This area is a strength.

___Is overactive

___Is underactive

___Has appropriate activity for age

___Appears sleepy much of the time

___Daydreams

Comments:

(2.1.5.H.4.I)

PHYSICAL/ENVIRONMENTAL

Social Emotional Factors

___This area is a need.
___This area is a strength.

___Demonstrates self control

___Has history of emotional trauma

___Has difficulty accepting school authority

___Seems angry

___Does not accept responsibility for own behavior

___Is living in new home situation

___Shows little interest in learning

___Has good self concept

___Seems unhappy

___Appears concerned he does not "fit in"

___Seems withdrawn

___Is very sensitive to correction

___Copes well with conflict, frustration

___Gets along with peers and adults

Summary of Strengths:

Needs:

(2.1.5.H.4.J) **SPEECH**

___This area is a need.
___This area is a strength.

___Speaks fluently and evenly

___Speech is understandable

___Thoughts seem to be confused

___Speech is different from others of the same language background

___Voice quality is appropriate

___Pronunciation errors appear to be due to first language interference

Comments:

ENVIRONMENTAL FACTORS

___This area is a need.
___This area is a strength.

___Background factors appear to be affecting learning*

___Frequently absent from school

___Schooling was interrupted

___Student/family have different attitudes on schooling

___Frequent school moves may be affecting learning*

___Family support for schooling

___Separation from parents (past or present)

___Student experienced war/fighting

___Family has limited supports

___Cultural differences appear to be interfering with learning

___Lack of schooling (past)

___Home discipline differences

*Describe:_____
_____
_____
_____
_____

(2.1.5.H.4.K) CULTURAL DIFFERENCE

Country of origin (COR) _____

Length of residence in USA_____ Date of entry to US_____

Age at arrival_____

Comments on adjustment to new culture and school environment:_____

_____

_____

_____

_____

_____

LANGUAGE DIFFERENCE

First language is:_____(write in)

Entry ESOL Test results:_____
(write in date, score, & level)

Interim ESOL test results:_____
(write in date, score, & level)

___Rate of progress in learning English is satisfactory

___Has opportunity to use English outside of school

___Lack of achievement appears due to limited English skills

___Has opportunity to use English out of school

___Can read and write first language

___Literacy skills in first language are grade appropriate

___Parents have concerns about first language*

___ESOL teacher has concerns*

*Describe concerns:_____

_____

_____

_____

_____

_____

_____

(2.1.5.H.4.L) MEDICAL/VISUAL/HEARING/PHYSICAL

Date and result of vision test_____(write in)

Date and result of hearing test_____(write in)

___Is in apparently poor health*

___Wears glasses consistently

___Rubs eye frequently

___Eyes often red or tearing

___Has frequent headaches

___Has history of medical/health problems*

___Has problems in coordination, balance, posture

___Has dental problems

___Has good health

___Wears hearing aid

___Has had frequent ear infections

___Does not respond to name

___Has poor hygiene

___Has history of inadequate diet and nutrition

___Takes medication

___Gets little sleep at night

*Describe:_____
_____
_____
_____
_____
_____
_____
_____

Needs: (circle if student has additional needs for not/more of following:)

special seating glasses hearing aid
hearing or vision testing medical evaluation

(2.1.5.H.4.M)

INTERPRETING THE STUDENT PROFILE

In interpreting the student profile, teachers should first note the areas of need and make accomodations to address those special needs in their classroom. Documentation of these interventions and evaluation of the success or failure of attempts made to accommodate the student's needs is the most urgent first step.

If the student demonstrates moderate or severe needs in the Learning/Behavior section, the teacher should investigate further. Discussion of the information in a meeting of the school Teacher Assistance Team and/or brainstorming with another professional might lead to a greater understanding of the student's needs. Working with others provides teachers with help in making decisions about areas difficult to judge, promotes increased validity of the teacher's ratings and raises teachers' confidence in their judgements.

Since the Learning/Behavior section is related to possible handicapping conditions, a high rating might suggest that the student should be referred to a school special education committee. The information gathered through the checklist should enable the committee to formulate the diagnostic questions to be answered through a multidisciplinary evaluation.

The teacher should provide evidence that intensive intervention has been tried in each of the areas of need. This documentation should provide the committee with valid and reliable information upon which to consider the student's needs and will aid in interpreting the results of any formal testing (as required by law for determination of a handicapping condition) done. The structured informal information supplied by the checklist gives a total picture of this student and the needs which exist.

If the greater area of need falls in the Physical/Environmental area, the school might want to collaborate with other agencies (medical, social work, social assistance, etc.) to attempt to alleviate interfering situations, if possible.

(2.1.5.H.4.N)

PRAISE: DEFINING THE PROBLEM AND DEVELOPING THE PLAN

Based on the information in the checklist, list areas of STRENGTH:

_____ _____ _____
_____ _____ _____

List areas of NEEDS:

_____ _____ _____
_____ _____ _____
_____ _____ _____

- Mark out the problem over which you have little or no control (for example, poverty or student staying up too late at night).
- Prioritize 3 problems which may respond to classroom intervention.
- Rank these 1, 2, 3. Choose one intervention area and circle it.
- Write what you want the student to do. This is your goal. Write the goal so others could tell if the student were meeting the goal.

SAMPLE PROBLEM STATEMENT AND GOAL

"Luisa does not have her notebook, pencil, and paper at the beginning of math and social studies 4/5 days." The goal: "Luisa will have her notebook, pencil, and paper at the beginning of math every day for a week."

YOUR SELECTED PROBLEM AND GOAL

THE PROBLEM:_____ _____
_____
_____

THE GOAL:_____
_____

- Summarize ways this student may learn best based on the student's preferred learning styles. Discuss ideas with a fellow teacher.

_____
_____
_____

(2.1.5.H.4.O)

- List 3 intervention plans below based on the ways the student learns best, ease of implementation and chance of success.

PLAN A. _____
_____
PLAN B. _____
_____
PLAN C. _____
_____

- Decide how to judge success of the plan and set dates for your plan.

Evaluation Plan:_____
_____

Date of implementation:_____
Date of evaluation:_____

Was plan successful (circle) yes no

Alternate intervention plan:_____

- Note dates below when you used the checklist information:

Dates of Meetings:_____
Others consulted:_____

Parent contact date and summary:_____
_____

(**NOTE**: Duplicate these pages to document interventions you have tried.)

(2.1.5.H.4.P)

THE PRAISE CHECKLIST RATING SCALE

Information gathered with the checklist can be used to develop a student profile. First, the number of areas of need checked should be counted. All students should be given one point each for the Language Difference and Cultural Difference subsections, since these have an impact on student achievement.

According to the number of needs noted, each section can be categorized as an area of little or no need, some needs, moderate needs, or severe needs. Of course, if the area of need is one which affects all other areas (for example, suspected low ability or a severe medical problem), the rating should be modified accordingly. The tables below present the scales for the achievement,Performance, Learning/Behavior and Physical/Environmental sections.

TABLE 1

RATING SCALE FOR ACHIEVEMENT/PERFORMANCE SECTION

Points	Rating
0-1 points	Little/No Problem
2-3 points	Some Problems
4 points	Moderate Problems
5-6 points	Severe Problems

(2.1.5.H.4.Q)

RATING SCALE FOR LEARNING/BEHAVIOR SECTION

Points	Rating
0-1 points	Little/No Problem
2-4 points	Some Problems
5-6 points	Moderate Problems
7-9 points	Severe Problems

RATING SCALE FOR PHYSICAL/ENVIRONMENTAL SECTION

Points	Rating
0-2 points	Little/No Problem
3 points	Some Problems
4 points	Moderate Problems
5-6 points	Severe Problems

SUMMARY OF THE PRAISE CHECKLIST INFORMATION

(2.1.5.T.4)

(Circle rating:)

ACHIEVEMENT/PERFORMANCE:
Strength:
Need: Little Some Moderate Severe

Comments:_____
_____

LEARNING/BEHAVIOR:
Strength:
Need: Little Some Moderate Severe

Comments:_____
_____

PHYSICAL/ENVIRONMENTAL:
Strength:
Need: Little Some Moderate Severe

Comments:_____
_____

Discussion of areas of greatest need:_____
_____
_____
_____

Discussion of areas of strength to be used in the instruction process:_____
_____
_____

INTERVENTION WITH LEP STUDENTS

(2.1.5.T.5.A)

Guidelines for minimizing discriminatory assessment practices,

Questions:

1. What if professional employees who speak the student's language are not available?
2. What if tests are not normed on the student population?
3. What if tests are not available in the language of students such as Asians and Eastern Europeans or Africans?
4. What if the language status of the student is unknown (proficiency in non-English and English)?

The need for prereferral interventions/effective instruction still exists and can be addressed through the following:

1. Informal systematic observation
2. Anecdotal record keeping
3. Documentation of strategies tried and successful results.

Some suggested interventions/instructional techniques are:

A. Language Instruction
   1. Develop literacy in the non-English language
   2. Provide comprehensible, meaningful language input
      a. Assess to determine level of language knowledge
      b. Assess task to determine level of linguistic demands of activity

(2.1.5.T.5.B)

c. Provide opportunities for interactive situations using natural, communicative language
d. Provide context-embedded language opportunities rather than context-reduced language situations
e. Use real world language
f. Link oral and written language

B. The Regular Classroom Environment or the Bilingual/ESOL Classroom
1. Use established routines and rules
2. Reinforce participation
3. Provide predictable lesson formats
4. Provide simplified formats and outlines
5. Do lots of repetition
6. Use contingency contracts
7. Promote student success

C. Behavior Analysis and Reinforcement
1. Help students to manage their own behavior through counting systems and checklists.
2. Consider cultural factors
a. C1 and C2 - differences in knowing
b. Self identity
c. Cultural shock/adjustment
d. Match students with language aid culture peers and with English speaking peers for different types of instructional activities

D. Consider social/emotional factors
1. Difficulty with change
2. Homesickness
3. New families
4. Family adjustment

E. Consider cognitive factors
1. Problem solving skills
2. What students can do with what they know

(2.1.5.T.5.C)

F. Consider student learning style/strategies
   1. Incorporate cooperative learning strategies
      a. Peer teaching
      b. Group projects
      c. Jigsaw activities (each student must complete task at own level for each group to succeed)
   2. Incorporate learning strategies
      a. Metacognitive -thinking about one's performance
      b. Social/interactive
      c. Cognitive - restating, elaborating, forming associations, grouping items

G. Present effective lessons
   1. Prepare well
   2. Begin with an anticipatory set
   3. Monitor and adjust the lesson
   4. Follow through
      a. Provide opportunities for guided practice
      b. Provide opportunities for generalization
   5. Evaluate

H. Motivate students to increase learning
   1. Use direct and active instruction
   2. Teach more than facts
   3. Incorporate student interests
   4. Consider student level of cognitive development
   5. Involve students
   6. Use learning centers
   7. Help students to evaluate their own progress
   8. Use cooperative/group teaching strategies

TRAINING FOR PERSONNEL WORKING WITH HANDICAPPED AND AT RISK LEP STUDENTS

(2.1.5.T.6)

1. Needs assessment for education personnel
2. Rationale for early intervention with LEP students
3. Definitions and terminology in bilingual special education
4. Second language acquisition: Theory and research
5. Cultural adaptation stages: Theory and research
6. The prereferral intervention process
   a. For all students
   b. For LEP and culturally different students
   c. Theory and research
7. Instrumentation for prereferral intervention
   a. The Prereferral Intervention Checklist
   b. Parent questionnaires (school-age, preschool)
   c. Classroom observation forms
   d. Inter-rater reliability of checklist use
   e. Examples of completed forms
8. Appropriate interventions for LEP students with special learning needs
   a. Designing and implementing appropriate interventions
   b. Evaluating interventions
9. Informal assessment of LEP students
   a. Difficulties with formal test and testing
   b. Strategies for informal assessment
10. Overview of handicapping conditions
11. Involving LEP families in the education process

2.1 UNDERSTANDING INFORMAL ASSESSMENT

2.1.6 The Behavioristic Perspective of Assessment

CRITICAL POINTS

This module accepts the premise that the quality, (as defined by the indicators presented in the Language Analysis Form, **2.4.7**) of the expression of specific Motives (refer to the Introduction; defined in **2.2**) is directly related to the environment or setting within which the expression occurs. The behavioristic perspective of assessment provides a way of defining and understanding environments or settings within which language is produced as well as the interaction between individual students and the specifically defined environments or settings. Understanding how environments are variably defined, and the interaction between specifically defined environments or settings and individual students, provides language assessment personnel with insight into the question of how to design environments or settings that maximize the probability of the students producing language that expresses specific motives.

- The essence of the behavioristic perspective of assessment is that only stimuli that may be physically sensed, observed, and measured account for behavior; any explanation of behavior that is not observable and measurable is discounted.

- The major researchers that developed the basic theories of behavioral theory view all behavior in terms of the degree of interaction between living organisms and their immediate environment. Classical Conditioning, (developed principally by Ivan Pavlov), the fundamental theory that explains the occurrence of behavior, posits that all living organisms inherently specifically react to specific stimuli (unconditional stimuli). An organism will always respond specifically and predictably when specific unconditional stimuli are present in the immediate environment.

  unconditional stimuli ———> elicit predictable and specific responses

- Learning occurs when stimuli that are not unconditional stimuli (neutral stimuli) regularly and predictably elicit the same specific responses as specific unconditional stimuli. For purposes of this module, it is not necessary to elaborate on the processes through which neutral stimuli become conditioned stimuli; it is important to realize, though, that neutral stimuli become conditioned only to the degree that they share the same physical environment with unconditioned stimuli that inherently elicit specific responses.

conditional stimuli ———>elicit the same specific and predictable responses as do specific unconditional stimuli

Thus, from behavioral theory, the term **behavior** refers to the specific responses elicited from specific unconditional and conditional stimuli.

ACTIVITIES

- In an entire group-setting, show **(2.1.6.T.1)** to the participants and have them identify: (a) the unconditioned stimulus, (b) the conditioned stimulus, and (c) the response to the stimuli.

Solution:

unconditional stimulus: the mother's smile
response: the child smiles
explanation: facial expressions are unconditional stimuli for infants and young children that elicit imitation
conditioned stimulus: the shoes the mother gave her child
explanation: since the shoes elicit a smile from the teenager just as her mother's smile did, the shoes are now conditioned stimuli.

- In an entire group setting, show **(2.1.6.T.2)** to the participants and ask the following questions:

(a) From a behavioral theory point of view, why did Steven want to play with the electrical "He-Man' model while the Nigerian boy refused to interact with the toy?

Answer: From a behavioral theory point of view, the "He-Man" model was a conditioned stimulus that elicited responses that may be characterized as "fun" for Steven but not for the Nigerian child.

(b) From a behavioral theory point of view, if Steven had wanted to play with his Nigerian friend what should he have done?

Answer: From a behavioral theory point of view, if Steven had wanted to play with his Nigerian friend, he should have found a toy that was a conditioned stimulus (for his Nigerian friend) that elicited specific responses that may be characterized as "fun."

(c) **Concluding remark:** The main conclusion to be drawn from this section is that specific responses (behavior) may be elicited from students by identifying the specific unconditional and conditioned stimuli that elicit the specific responses desired. The value of the above conclusion with regard to assessment will be addressed in Section **2.1.10** Understanding Informal Assessment.

SCENARIO 1

(2.1.6.T.1)

A child sees her mother's smile and smiles also. Still smiling, the mother shows the child the new shoes she bought for her. Years later, the child, now a teenager, sees the same shoes in a closet and smiles.

SCENARIO 2
(2.1.6.T.2)

A child from Gainesville, Florida, whose name is Steven, receives an electric model kit of "He-Man," a character in a cartoon series, for Christmas. Excitedly, he spends all Christmas morning putting the model together, learning all the different outfits that come with the kit, and learning all the different things the model is capable of doing. One day, his mother's college ex-roommate, who is from Nigeria, pays a visit and brings her son, who was born in Nigeria, for his first visit to the United States. Her son is roughly the same age as Steven. As the adults talk, Steven runs to his room and excitedly shows the electric "He-Man" model to his new friend. His new friend from Nigeria, however, seems totally uninterested and does not react to Steven's prompts to play. Steven gets upset and goes to his room.

2.1 UNDERSTANDING INFORMAL ASSESSMENT

2.1.7 The Cognitive Perspective of Assessment

CRITICAL POINTS

As with the behavioristic perspective of assessment, the cognitive perspective of assessment provides a way of understanding and defining environments or settings within which language is produced as well as the interaction between the specifically defined settings and individual students. Specifically, while behavioral theory emphasizes observable and measurable behavior, cognitive researchers extrapolate from observation to develop and test models that **explain** behavior. Having an introductory background of cognitive and behavior theories provides language assessment personnel the basis for fundamentally understanding the theoretical base of informal assessment procedures, which are the essential focus of this module. This section introduces ideas that are fundamental to cognitive theory.

- The cognitive perspective of assessment emphasizes the structures and processes that underlie the human capacity to gather, process, and respond to information and stimuli. **(2.1.7.T.1)**

- The cognitive theories view the cognitive structures and processes as functioning as an interdependent **system that has as its ultimate purpose of being the abstraction, or construction, of meaning. (2.1.7.T.1)**

- The mission of researchers in cognition is to describe the cognitive system in order to facilitate the process of learning and comprehension. **(2.1.7.T.1)**

- From cognitive theory, **our senses** serve the purposes of intercepting, analyzing, and distinguishing environmental stimuli . For example, our senses of sight and hearing distinguish light waves from sound waves. Our other three senses of touch, taste, and smell are as critical as our senses of sight and hearing in providing our cognitive system with stimuli with which to construct meaning; while the latter senses are acknowledged as valuable to learning processes, the critical value of the former senses is still undiscovered in the design of classroom pedagogy. **(2.1.7.T.2)**

- **(2.1.7.T.2)** illustrates that our cognitive system **continuously** compares, *through as yet unknown processes*, new stimuli (experience)with meanings previously constructed and stored in

memory. ***From cognitive theory, the meaning assigned to new stimuli (experience) is completely dependent on the relationship established with meanings previously constructed.***

- From cognitive theory, **meaning is actively constructed by our cognitive system**. Meaning is not **imposed or forced** on our cognitive system. Environmental information may only be specifically arranged and packaged so that it may be **interpretable**; however, because each individual person **constructs interpretation**, each specifically arranged packet of information will be variously interpreted. In essence, "reality" may **only** be subjective, and the term "objective" actually refers to agreement on **subjective interpretation**. **(2.1.7.T.3)**

- Direct assessment of cognitive processing is not yet possible because we do not yet have the technology to directly monitor our cognitive system in detail; assessment of cognitive functioning may only be **implied** through observing and measuring **behavior**. Thus, cognitive theory distinguishes between the *competence* level (underlying and unobservable cognitive *potential*) and the *performance* level (observable and measurable *behavior*). **(2.1.7.T.4)**

ACTIVITIES

- In an entire-group setting discuss the following questions:

  (a) How are experiences and interpretation related?
  (b) How was Helen Keller able to construct meaning?

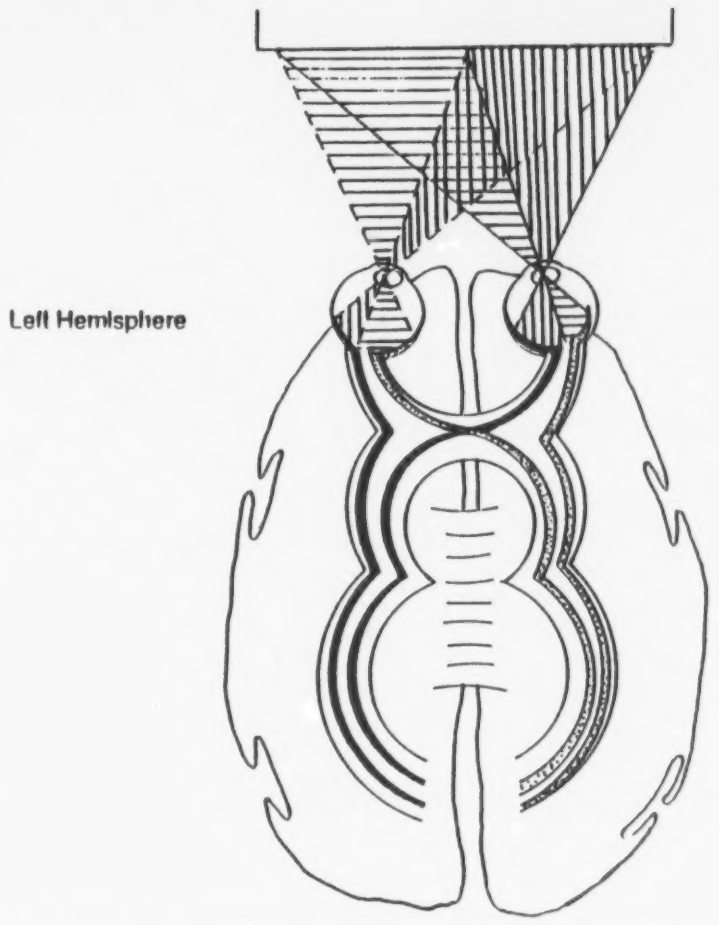
- Discuss the sentence: "That's obvious!"
  Key Points to guide discussion:

  (1) (a) Experience is **always** subjective. Interpretation is always subjective.
  (b) Helen Keller was forced to construct meaning through only her sense of touch.

  (2) (a) Since experience and interpretation are always subjective, **nothing *must*** be obvious.

THE COGNITIVE PERSPECTIVE OF ASSESSMENT

(2.1.7.T.1)

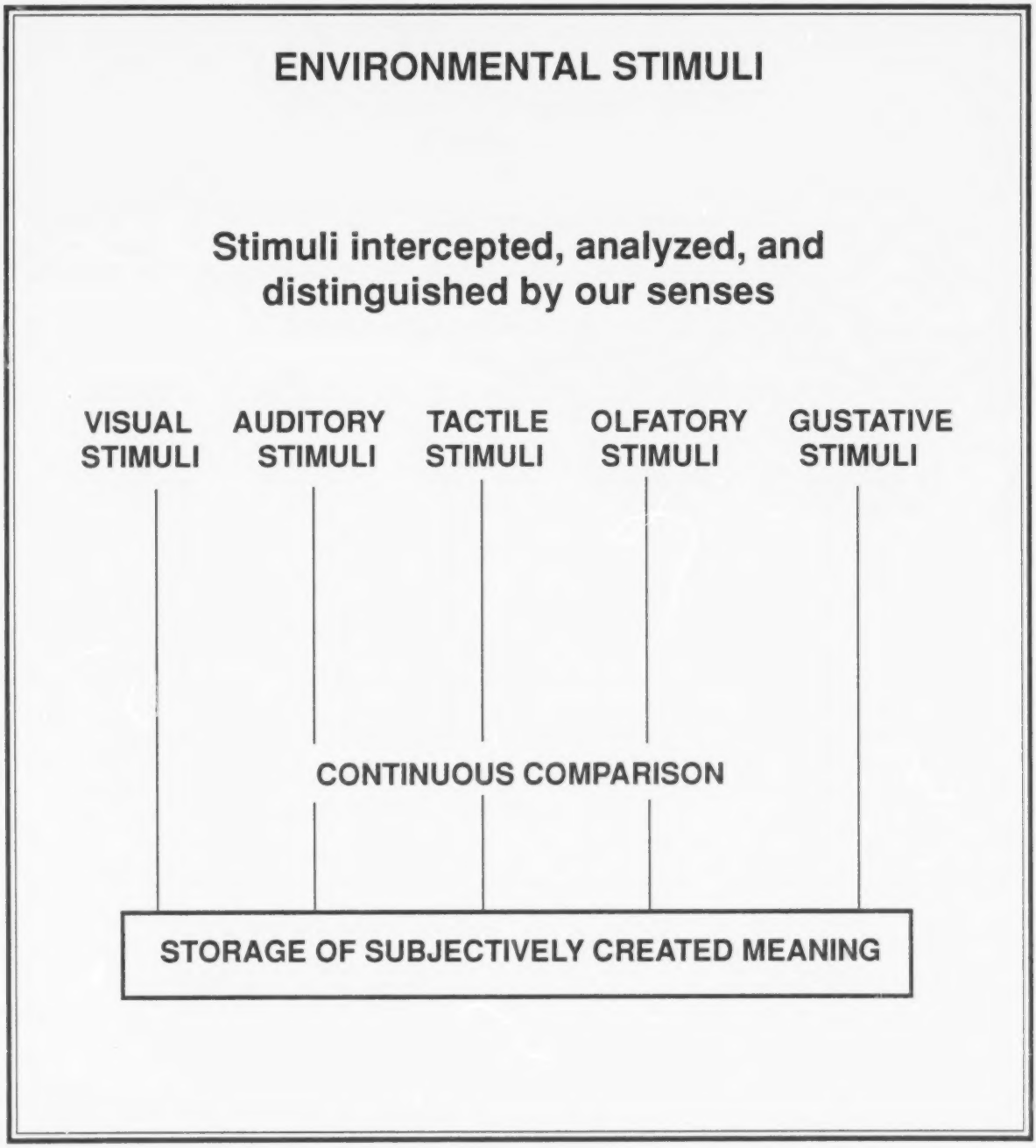


Adapted from: Audesirk, G & Audesirk, T (1986) Biology:life on earth. Macmillan Publishing Company. New York

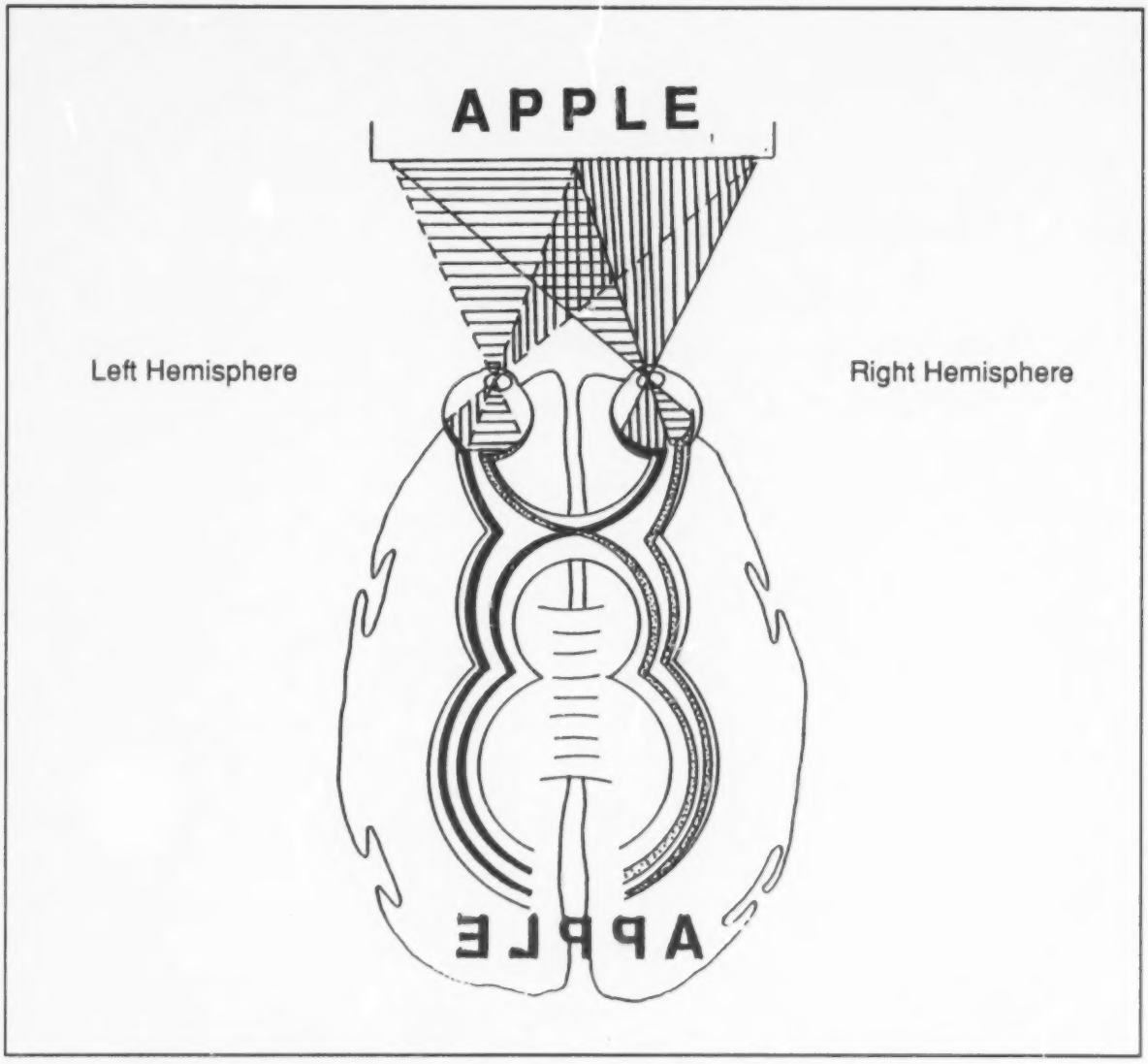
While the behavioristic perspective of assessment emphasizes strictly observable behavior, the cognitive perspective of assessment emphasizes the structures and processes that underlie the human capacity to gather, process, and respond to information and stimuli.

INTERPRETATION OF STIMULI (EXPERIENCE) AND MEANING CONSTRUCTION

(2.1.7.T.2)



SUBJECTIVE INTERPRETATION
(2.1.7.T.3)

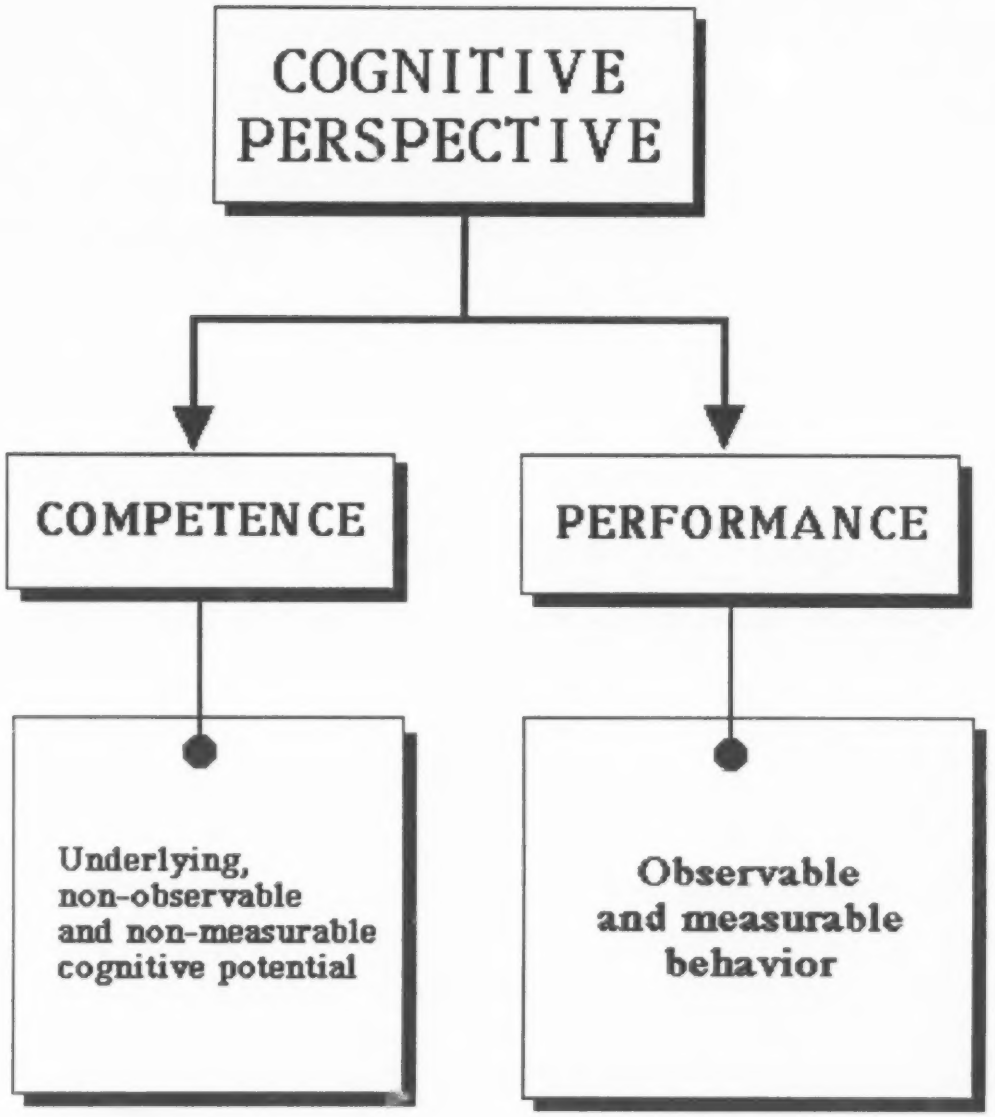


Adapted from: Audesirk, G & Audesirk, T (1986) Biology: life on earth. Macmillan Publishing Company, New York.

The cognitive processes used in meaning construction are based on the projection of stimuli and results in *subjective interpretation*

THE TWO ESSENTIAL LEVELS INHERENT IN THE COGNITIVE PERSPECTIVE

(2.1.7.T.4)



2.1 UNDERSTANDING INFORMAL ASSESSMENT

2.1.8 The Cognitive Perspective As It Relates To Language Assessment

CRITICAL POINTS

This section distinguishes between **the potential to produce language and the actual production of language.** Cognitive theory embraces the concept of **potential** while Behavioristic Theory precludes the consideration of the preceding concept. **(2.1.8.T.1)**

- From the cognitive perspective, the phrase ***language competence*** **refers to the non-observable and non-measurable potential** of the human cognitive system to produce observable and measurable linguistic utterances. The phrase ***language performance*** **refers to actual observable and measurable linguistic utterances *produced* by an individual. (2.1.8.T.1)**

- A reliable account of language competence is critical because researchers hypothesize that language competencies transferable to second language acquisition **(Cummins, J. (1984) Bilingualism and special education: Issues in assessment and pedagogy. Boston: Little, Brown) (2.1.8.T.1)**

- It is critical that language assessment personnel realize that it is incumbent upon the personnel with the responsibility of assessing LEP students' language potential to utilize a battery of both formal and informal assessment procedures in order to elicit observable and measurable **language production** from which to imply **language potential. (2.1.8.T.2)**

- Having a reliable account of **language production and competence** provides the teacher with a basis on which to design language instruction and intervention. **(2.1.8.T.2)**

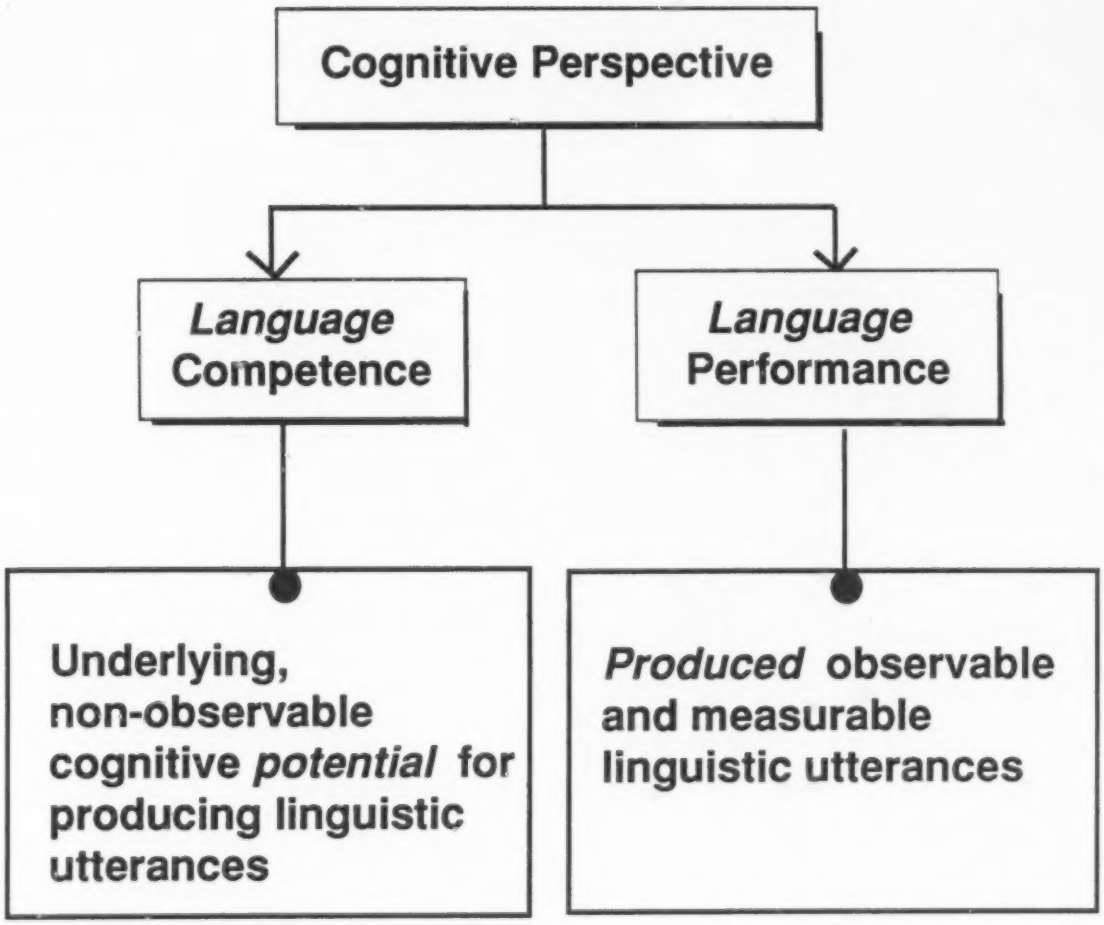
ACTIVITIES

- Assure that the participants can readily provide answers to the following questions relating to this section:
  (1) Which concept(s) introduced in this section are observable and measurable?
  (2) Which concept(s) introduced in this section are not observable and measurable?

- In an entire-group setting ask the participants the implication of the statement "Language potential can only be implied."

  Key Point: Only ***produced*** language may be observed and measured. The phrase "language potential" reflects the ***possibility*** of producing language.

THE TWO ESSENTIAL LEVELS INHERENT IN THE COGNITIVE PERSPECTIVE OF LANGUAGE ASSESSMENT
(2.1.8.T.1)


Cognitive Perspective
Language Competence
Language Performance
Underlying, non-observable cognitive *potential* for producing linguistic utterances
Produced observable and measurable linguistic utterances

AN EXAMPLE OF UNDERLYING LANGUAGE POTENTIAL
(2.1.8.T.2)

Please pronounce, out-loud, the past-tense forms of the following made-up English verbs:

a) skeel

b) pratt

c) scape

Notice that the last sound of each of the past-tense forms, that you produced, were, respectively, [d], [i/ed], and [t]. Without ever having seen or heard these made-up English verbs, you were able to agree on the pronunciation of each of the past-tense forms. How were you able to do this? The cognitive perspective posits that all English speakers (actually, speakers of any language) have an un-observable knowledge of phonological rules which they constantly use to produce specific observable speech .

2.1 UNDERSTANDING INFORMAL ASSESSMENT

2.1.9 Considerations When Assessing The Receptive And Expressive Cognitive Processes: Listening, Reading, Writing, and Speaking

CRITICAL POINTS

- The phrase "*receptive* cognitive processes" refers to the cognitive processes involved in the **construction** of subjective meaning. The phrase "*expressive* cognitive processes" refers to the cognitive processes involved in the observable and measurable **expression** of constructed subjective meaning.

- Cognitive processes that employ acoustic information to construct meaning may be referred to as **listening cognitive processes**. Cognitive processes that employ visual information to construct meaning may be referred to as **reading cognitive processes**. The terms "listening" and "reading" imply the respective cognitive processes described above.

- From the above perspective of the receptive cognitive processes involved in listening and reading, an Eskimo visually "reads" the ice-covered landscape and determines which path on the ice is safest, while a native jungle dweller visually "reads" the jungle to gather clues as to the possibility of imminent danger. Likewise, a fisherman auditorily "listens" to a silence and is able to determine the coming of a storm. Thus, listening and reading are broadly defined and not restricted to cognitive processes that use only graphic letters from a book or human speech sounds as stimuli for the process of meaning construction.

- From the above discussion, assessing receptive skills involved in reading and listening involves determining how visual stimuli (reading) or acoustic stimuli (listening) are **used to construct subjective meaning.**

- Likewise assessing expressive skills involved in writing and speaking involves determining how visual stimuli (writing) and acoustic stimuli (speaking) are used to **represent constructed subjective meaning.**

- Assessment procedures essentially make qualitative and quantitative determinations of **the subjective *construction* of meaning and its *expression***. Thus, procedures that assess the receptive skills must establish explicit relationships to meaning construction as conceptualized in terms of the four linguistic components presented in **(2.4.2-2.4.6)**.: Pragmatics,Phonology, Morphology, and Syntax. It is therefore important that language assessment personnel be thoroughly familiar with the sections corresponding to each of these language components

- Essential to understanding th
subjective meaning is the co
"stimuli permanence" refers
construction. Memory constr
stimuli permanence. For inst
memory is able to retain envi
used to construct meaning.
recordings provide relatively
construct meaning. Normally
extensive stimuli permanenc
ability to temporarily rememb
however, we forget the acous
construction is hampered by
stimuli.

- Direct assessment of the deg
processes is not yet possible
to directly monitor our cogniti
cognitive functioning may onl
defined **production** require

- When assessing the receptiv
assessment personnel must
clearly and explicitly define w
other variables involved. For
endeavor to measure listenin
content is familiar to the stud
factors as background noise,
and speed of the speaker's s
ears; and (d) extraordinary co
being assessed. It is the lan
responsibility to control interfe
that do not accurately reflect
procedures.

A

- Discuss the following questio
  (a) Can a blind person "
  (b) Can a deaf person "l

  Key Point: According to the
  answer to both questions is "
  construct meaning by using t
  respectively.

anding the constraints on the construction of
is the concept of "stimuli permanence." The phrase
e" refers to **the availability** of stimuli for meaning
ory constraints play a crucial role in determining
. For instance, someone with a photographic
etain environmental stimuli in memory which can be
eaning. Printed material and video and audio
relatively permanent stimuli that may be used to
Normally, however, acoustic stimuli do not provide
rmanence. The phrase "echoic memory" refers to our
remember acoustic signals; after a few seconds,
the acoustic stimuli and it is lost. Thus, meaning
pered by the unavailability of either acoustic or visual

of the degree of functioning of receptive cognitive
t possible because we do not yet have the technology
ur cognitive system in detail; the degree of receptive
g may only be implied by assessment of explicitly
n requirements.

e receptive and expressive processes, language
nel must assure that the assessment procedures
define what is being assessed, and must control for
lved. For example, assessment procedures that
re listening processes must assure that (a) the
the students; (b) if recorded material is used, such
nd noise, dialect of the person making the recording,
peaker's speech; (c) physical condition of the student's
rdinary conditions that may distract the students
is the language assessment personnels'
trol interference by factors that will result in scores
ly reflect the stated objectives of the assessment

ACTIVITY

g question with the participants:
person "read"?
person "listen"?

ing to the discussion presented in this section, the
stions is "No." because such individuals cannot
y using their sense of sight and hearing,

2.1 UNDERSTANDING INFORMAL ASSESSMENT

2.1.10 Informal Assessment

CRITICAL POINTS

The essential focus of this module is to develop an informal assessment procedure for eliciting language in context which can subsequently be analyzed and interpreted. In contrast to formal assessment instruments, which basically require students to **react** to essentially written language, informal assessment procedures encourage students to **produce** language in context, and allow students **extended** opportunity to use language to express themselves. Informal assessment procedures maximize the accuracy of the representation of students' actual proficiency in self-expression through language. This section introduces concepts that are basic to informal assessment procedures.

- Informal assessment procedures combine the behavioristic and cognitive perspectives of assessment by prompting and observing *specific* behavior (the performance level, **2.1.7**) in order to gather insight into underlying cognitive potential (the competence level, **2.1.7**). **(2.1.10.T.1)** Review critical points on the *competence* and *performance* levels as needed

- From both the behavioristic and cognitive perspectives of assessment, *specific* observable behavior increases when the students' immediate environment includes specific and individualized stimuli. **(2.1.10.T.2)** The behavioristic perspective explains the increase in specific behavior as a result of stimulus-response sequences, while the cognitive perspective views the increase in specific behavior as a result of the student personally relating to the stimuli to a higher degree.

- A fundamental premise of informal *language* assessment procedures is that the **meaning** of *linguistic* messages are **always** interpreted with respect to circumstances and other linguistic messages. **(2.1.10.T.3)**

- Informal language assessment procedures posit a direct relationship between the production of language and the specific environment or setting within which the language is produced. Thus, the specific and individualized stimuli which define specific assessment settings and with which students interact will directly influence the probability that the students will produce language that expresses specific motives. **(2.1.10.T.4)**

- **A significant implication of the preceding discussion is that the language assessment personnel can attempt to control the probability that students will produce language that expresses specific motives by carefully choosing the stimuli that define the assessment settings (2.1.10.T.4)**

- Informal language assessment procedures are **individual student oriented** in that they include *individualized* stimuli in **strategically designed assessment settings** that will maximize the probability of prompting the production of language that expresses specific motives. **(2.1.10.T.5)**

- The challenge of informal language assessment procedures is to specify and maximize the interaction between targeted students,language assessment personnel, and **individualized strategically designed assessment settings**, thus maximizing the probability of prompting the production of language that expresses specific motives.**(2.1.10.T.6)**

- ***Scientific* observation** of targeted students *across settings* enable assessment personnel to determine specific stimuli to incorporate into the design of individualized strategic environments that will promote the interaction between targeted students and the environment and maximizing the probability of prompting the production of language that expresses specific motives. **(2.1.10.T.7)**

- Gathering selective background data on targeted students will provide assessment personnel much information that can be used in the design of individualized strategic assessment environments that will promote the production of language that expresses specific motives **(2.1.10.T.7)**

- The background data, if possible, should include information on potentially sensitive cultural issues such as (a) dietary habits, (b) human relationships, (c) beliefs, and (d) important symbols. **(2.1.10.T.7)**

- The background data, if possible, should also include information pertaining specifically to the targeted individual students, such as (a) relationship with family members, (b) outstanding circumstances in the students' lives, (c) how the students are perceived by family and friends, and (d) physical items that the students personally relate to and their importance. **(2.1.10.T.7)**

- By *scientifically* observing selected students and gathering appropriate background data, language assessment personnel may develop student profiles and accumulate appropriate stimuli that can be incorporated into **individualized strategically designed assessment settings** that will maximize the probability of promoting student-environment interaction that will result in the production of language that expresses specifically defined motives. **(2.1.10.T.7)** Definitions of specific motives are developed in **(2.2.)**

ACTIVITIES

- Ask the participants to provide examples of how specific stimuli, environments, or situations will provoke varying responses from culturally diverse individuals. For example, contrast the behavior that a person born and raised in the United States would exhibit in an African jungle and the behavior that a person born and raised in the Brazilian Amazon jungle would exhibit in New York City. Have the participants identify specific stimuli in the African jungle, the Brazilian Amazon jungle and New York City that may explain the contrasting behavior.

- The following activity points out how linguistic utterances may **only** be interpreted with respect to circumstances and other linguistic utterances.

  Present the following scenario to the participants. Someone opens a door and enters a room. Inside the room are a number of individuals. One of the individuals says "Hello." The person entering the room answers "Oh, my."

  Ask the participants to provide alternative meanings to the word "Hello" spoken in the above scenario by identifying alternative circumstances and people that define the scenario. For example: (a) vary who the person entering the room is; (b) vary who the people present inside the room are; (c) vary the type of room; (d) vary the circumstances surrounding the interaction; (e) vary the person who says "Hello."

  Example
  (a) The person entering the room is a teenage girl
  (b) The individuals present in the room are the teenage girl's parents
  (c) The room is the living room in the teenage girl's home.
  (d) She missed her curfew by two hours.
  (e) Her father utters the word "Hello."

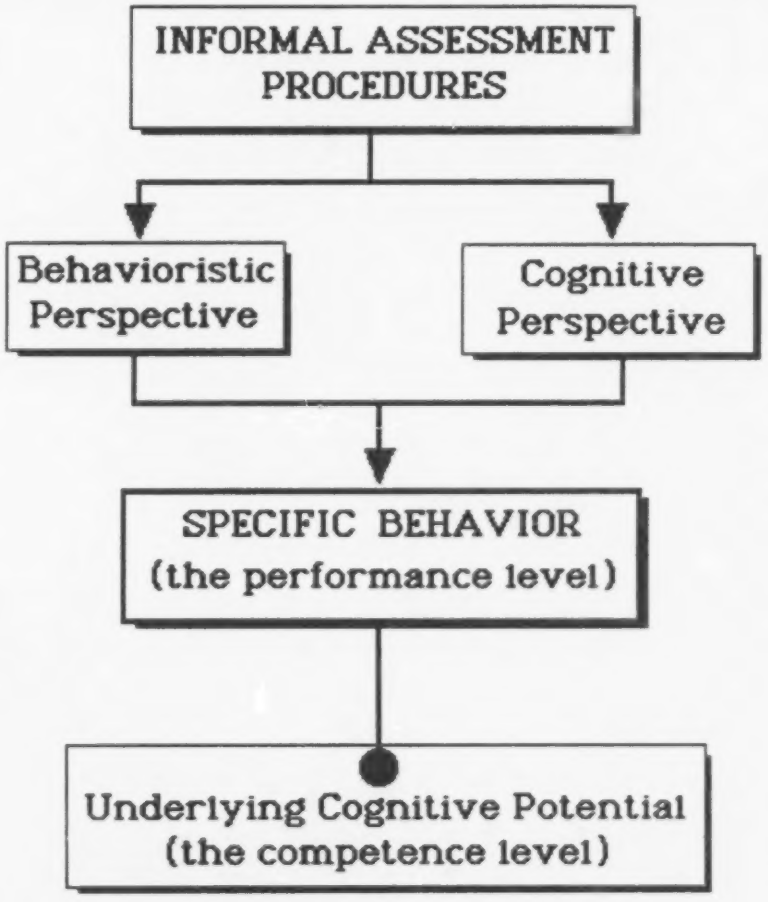
  In this setting, the word "Hello," might imply: "Where have you been? You've missed your curfew, and we demand an explanation!"

  Now change (b) to read: the individuals present in the room include the teenage girl's parents and her older brother who had been gone for two years doing military service; eliminate statement (d), and change (e) so that her brother says "Hello."

  In this setting, the word "Hello" might imply "Hi little sister. It's good to see you. I've missed you so much. I love you."

COMBINING THE BEHAVIORISTIC AND COGNITIVE PERSPECTIVES IN INFORMAL ASSESSMENT PROCEDURES

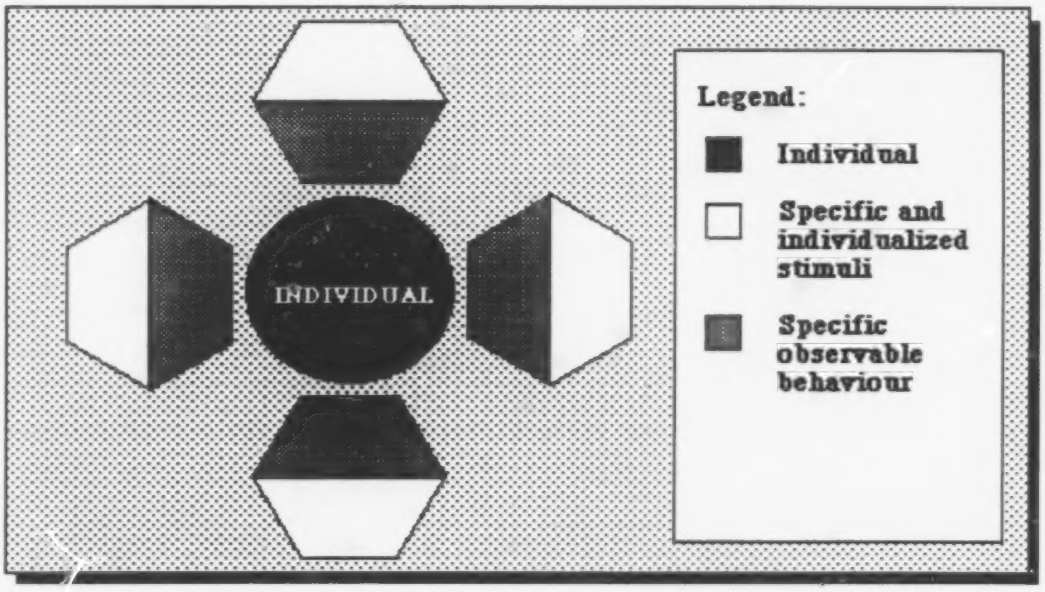
(2.1.10.T.1)



Informal assessment procedures combine the behavioristic and cognitive perspectives of assessment by prompting and observing specific behavior (the performance level) in order to gather insight into underlying cognitive potential (the competence level)

THE EFFECT OF *SPECIFIC* AND *INDIVIDUALIZED* STIMULI ON THE PRODUCTION OF *SPECIFIC* BEHAVIOR

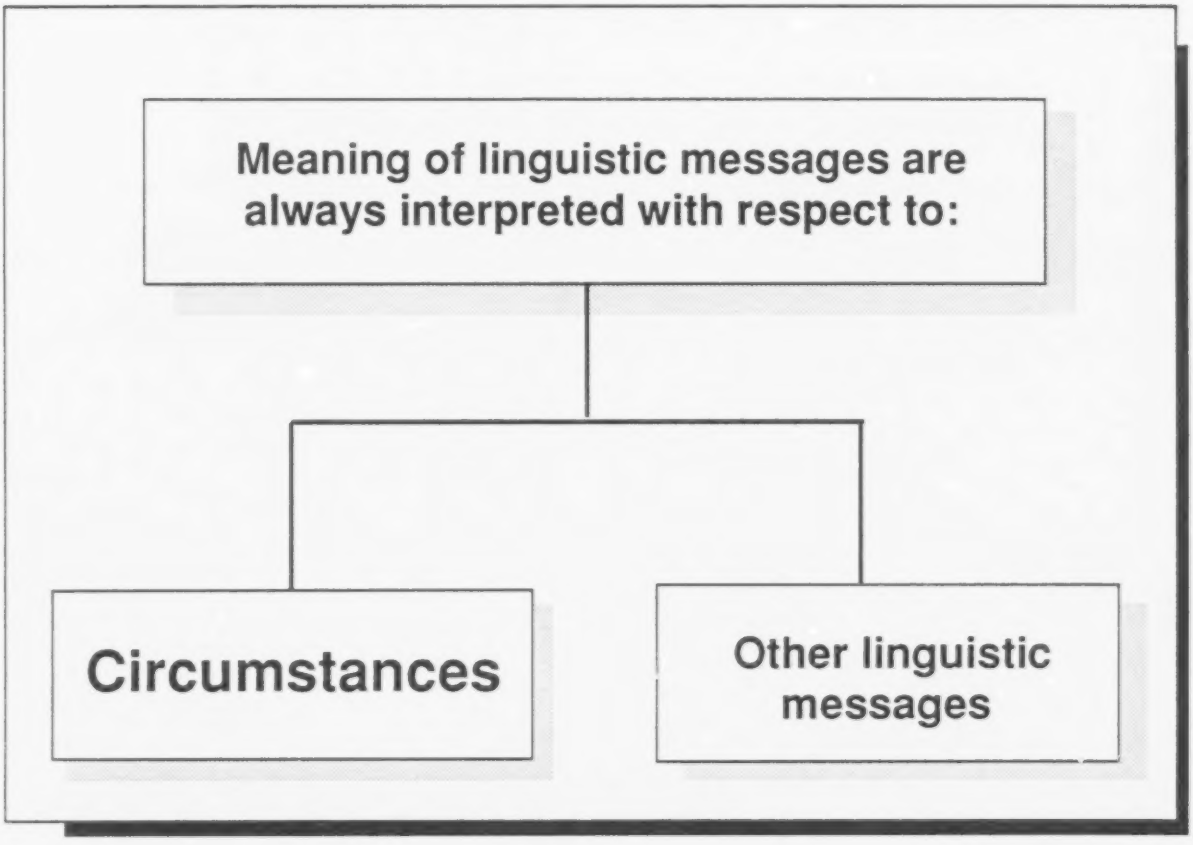
(2.1.10.T.2)



From both the behavioristic and cognitive perspectives of assessment, specific observable and measurable behavior increases when the students' immediate environment includes specific and individualized stimuli.

A FUNDAMENTAL PREMISE OF INFORMAL *LANGUAGE* ASSESSMENT PROCEDURES

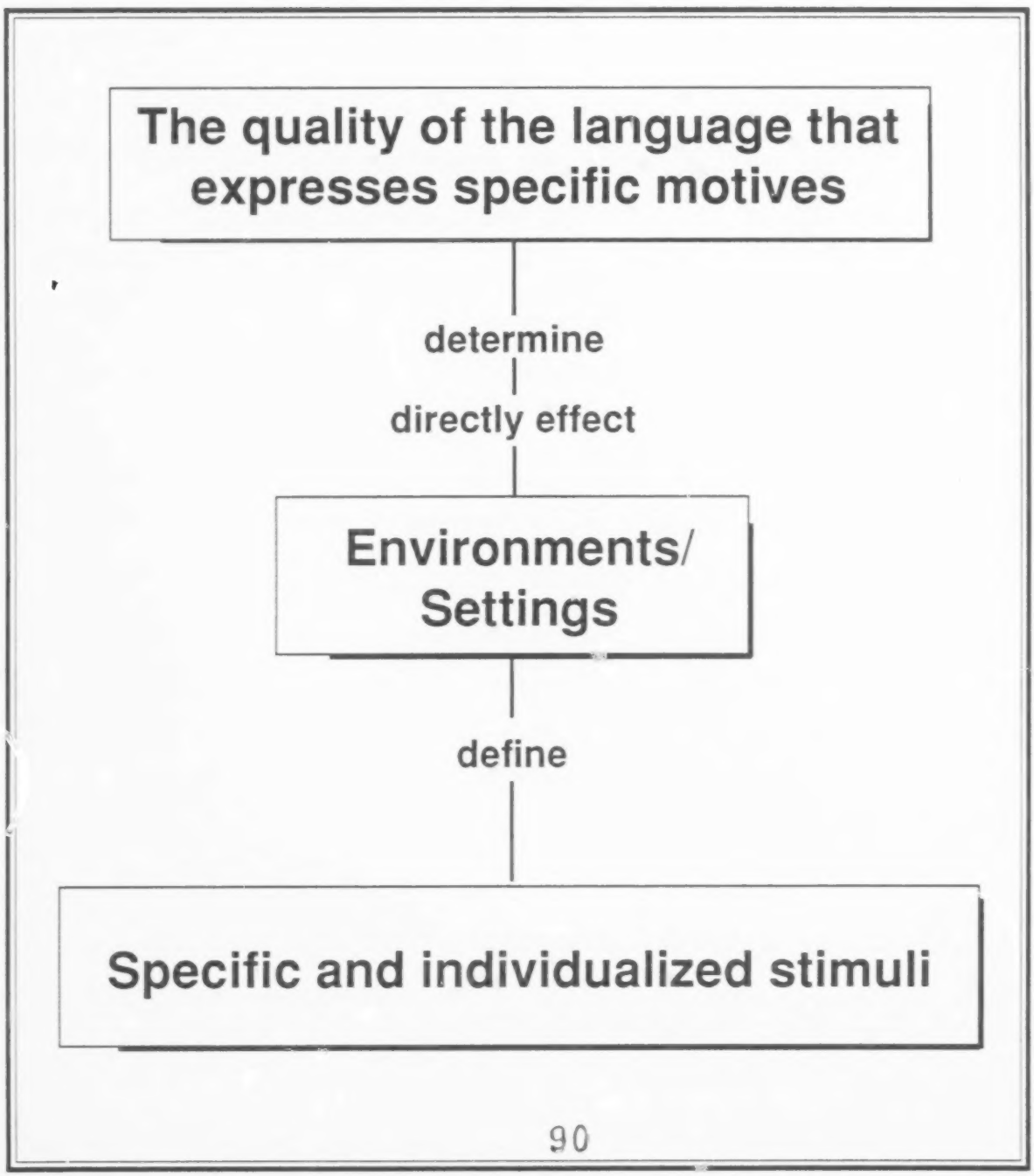
(2.1.10.T.3)



A fundamental premise of informal language assessment procedures is that the meaning of linguistic messages is always interpreted with respect to circumstances and other linguistic messages.

THE ROLE OF ENVIRONMENT IN MEDIATING SELF-EXPRESSION

(2.1.10.T.4)



THE INDIVIDUAL ORIENTATION OF INFORMAL LANGUAGE ASSESSMENT PROCEDURES

(2.1.10.T.5)

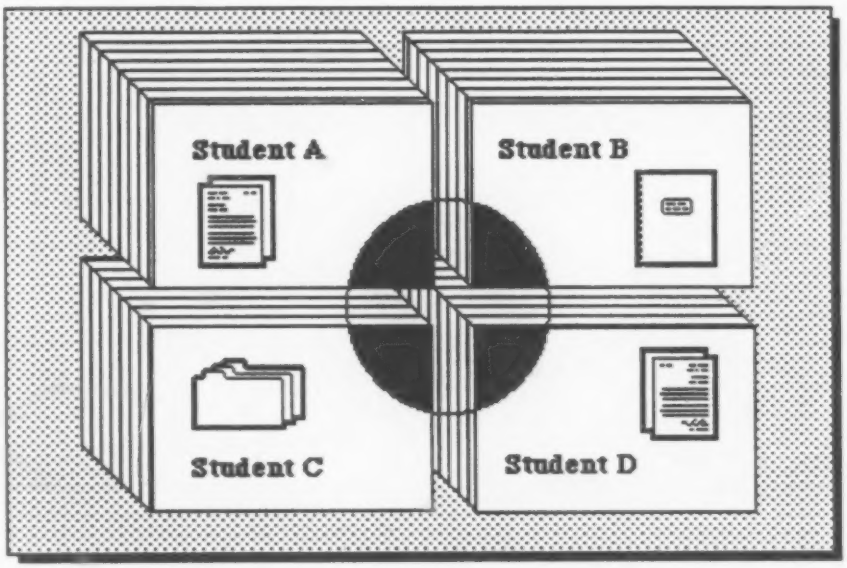
Informal language assessment procedures are individual student oriented in that they include:

↓

individualized stimuli in strategically designed assessment settings that will maximize the probability of prompting language that expresses specific motives.

THE CHALLENGE OF INFORMAL LANGUAGE ASSESSMENT PROCEDURES

(2.1.10.T.6)

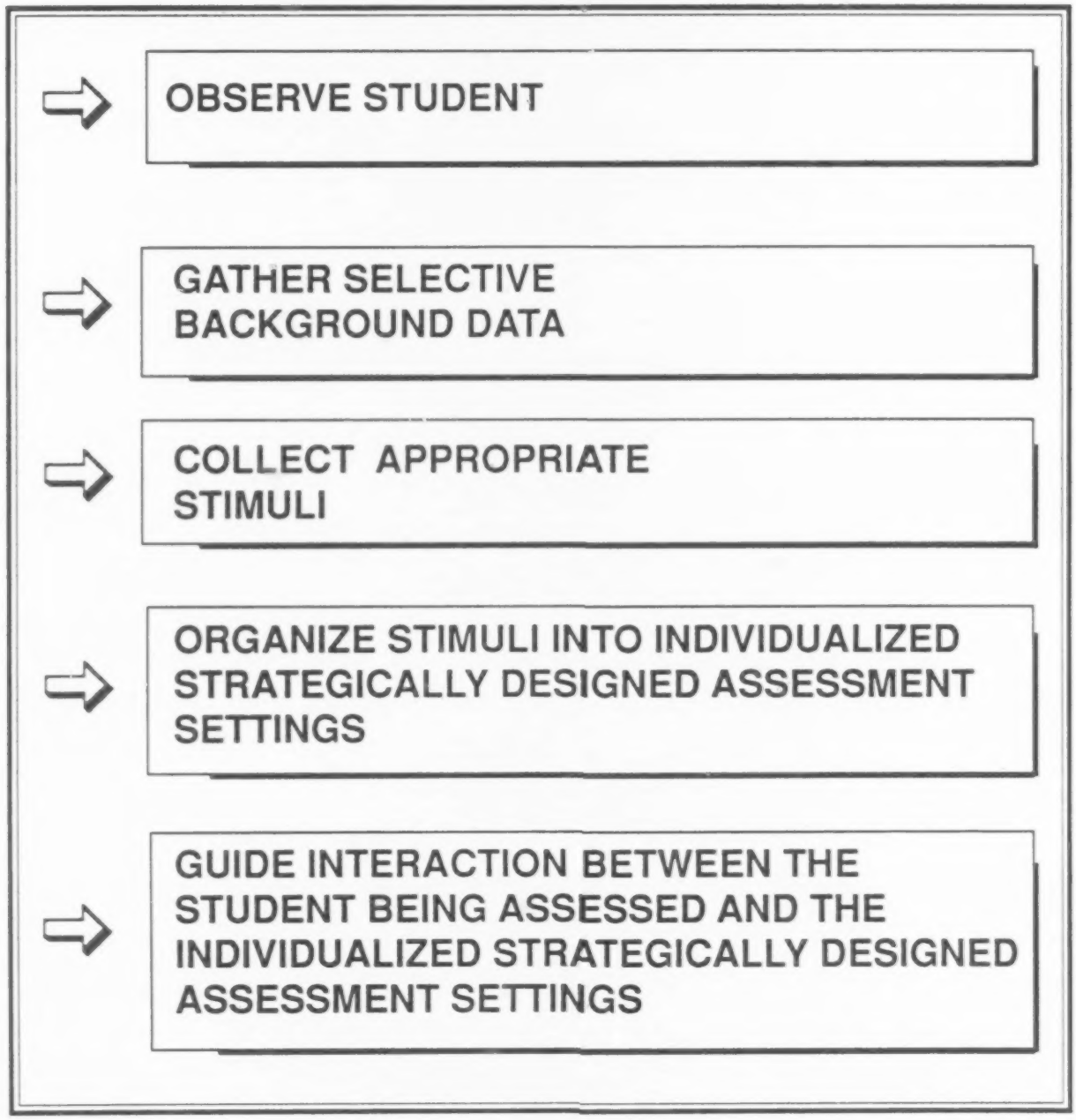


The challenge of informal assessment procedures is to *maximize the interaction* between target students and individualized assessment settings, thus maximizing the probability of prompting the expression of specific motives through language.

Maximize interaction between targeted students and individualized strategically designed assessment settings.

STEPS IN THE DEVELOPMENT AND IMPLEMENTATION OF INFORMAL ASSESSMENT

(2.1.10.T.7)


OBSERVE STUDENT
GATHER SELECTIVE BACKGROUND DATA
COLLECT APPROPRIATE STIMULI
ORGANIZE STIMULI INTO INDIVIDUALIZED STRATEGICALLY DESIGNED ASSESSMENT SETTINGS
GUIDE INTERACTION BETWEEN THE STUDENT BEING ASSESSED AND THE INDIVIDUALIZED STRATEGICALLY DESIGNED ASSESSMENT SETTINGS

2.2 DEFINITIONS OF SPECIFIC MOTIVES

2.2.1 Considerations for Establishing Individualized Strategic Assessment Settings

CRITICAL POINTS

- The basis for the language assessment procedure developed in this module is Noam Chomsky's theory of Transformational Generative Grammar. **Chomsky, N. (1957). Syntactic Structures. Mouton: The Hague.** As presented in the Introduction, the theory proposes that humans have the capacity to produce infinite linguistic utterances. A significant implication from this theory is that specifically defined motives guide the choices of the actual linguistic utterances produced. **(2.2.1.T.1)**

- The informal assessment procedure developed in this module involves defining specific motives which can be used as a basis for (a) choosing the stimuli to be used in individualized strategically designed assessment settings and for (b) defining the interaction between the students, the stimuli, and the language assessment personnel. **(2.2.1.T.2)**

- Understanding how humans can produce infinite linguistic utterances involves understanding the concept of "permutation". The term permutation refers to the possible combinations of a specific number of items. For example, if we permutate the numbers 1 2 3 4 5 we can combine the numbers in the following manner: 12 13 14 15 23 24 25 34 35 45 123-4 123-5 234-1 234-5 345-1 345-1 345-2 123-45 234-15 345-12. The idea is that combinations of numbers are combined with combinations of numbers. **(2.2.1.T.3)**

- The capacity of language to express infinite meaning is based on the infinite possible permutations of basic linguistic units. As presented in 2.5.4-2.5.6, these basic units include morphemes (free and bound), which are the basic carriers of meaning, syntactical units, which are combinations of morphemes, and phonemes, which are the basic units which relate sounds to meaning. **(2.2.1.T.4)**

- Functional models of language have already defined specific purposes for which language is used (**Halliday, M.A.K. (1973).Explorations in the functions of language. London: Edward Arnold; Tuff, J. (1985). Listening to children talk. Slough, Berkshire: Hollen Street Press, Ltd.**). These functional models provide the basis for the definitions of the specific motives presented in the following section **(2.2)**.

- With specific motives defined, they can be used (1) as a basis for choosing the specific stimuli to include in specific individualized assessment settings and (2) as themes or organizing principles through which to guide the interaction between the students, the specific stimuli, and the language assessment personnel.

ACTIVITIES

- In an entire group setting, ask the participants to determine all the possible ways of combining the following three colors. Ask them to consider the **order** of combining the colors.

  Red (R), Yellow, (Y), Green (G)

  Solution:

  R-Y R-G Y-G
  Y-R G-R G-Y
  (R-Y) - G
  (R-G) - Y
  (Y-G) - R
  G - (R-Y)
  Y - (R-G)

(a) In an entire -group setting, ask the participants to determine all the possible ways of combining the following three words (free morphemes). Ask them to consider the **order** of the words (free morphemes).

  cat, the, runs

  Solution:

cat-the	cat-runs	the-runs
the-cat	runs-cat	runs-the
(cat-the)-runs	(cat-runs)-the	
runs-(cat-the)	the-(cat-runs)	
(the-runs)-cat		
cat-(the-runs)		

(b) In an entire-group setting, ask the participants to use their underlying knowledge of syntax to determine the word combinations that are acceptable to speakers of Standard American English.

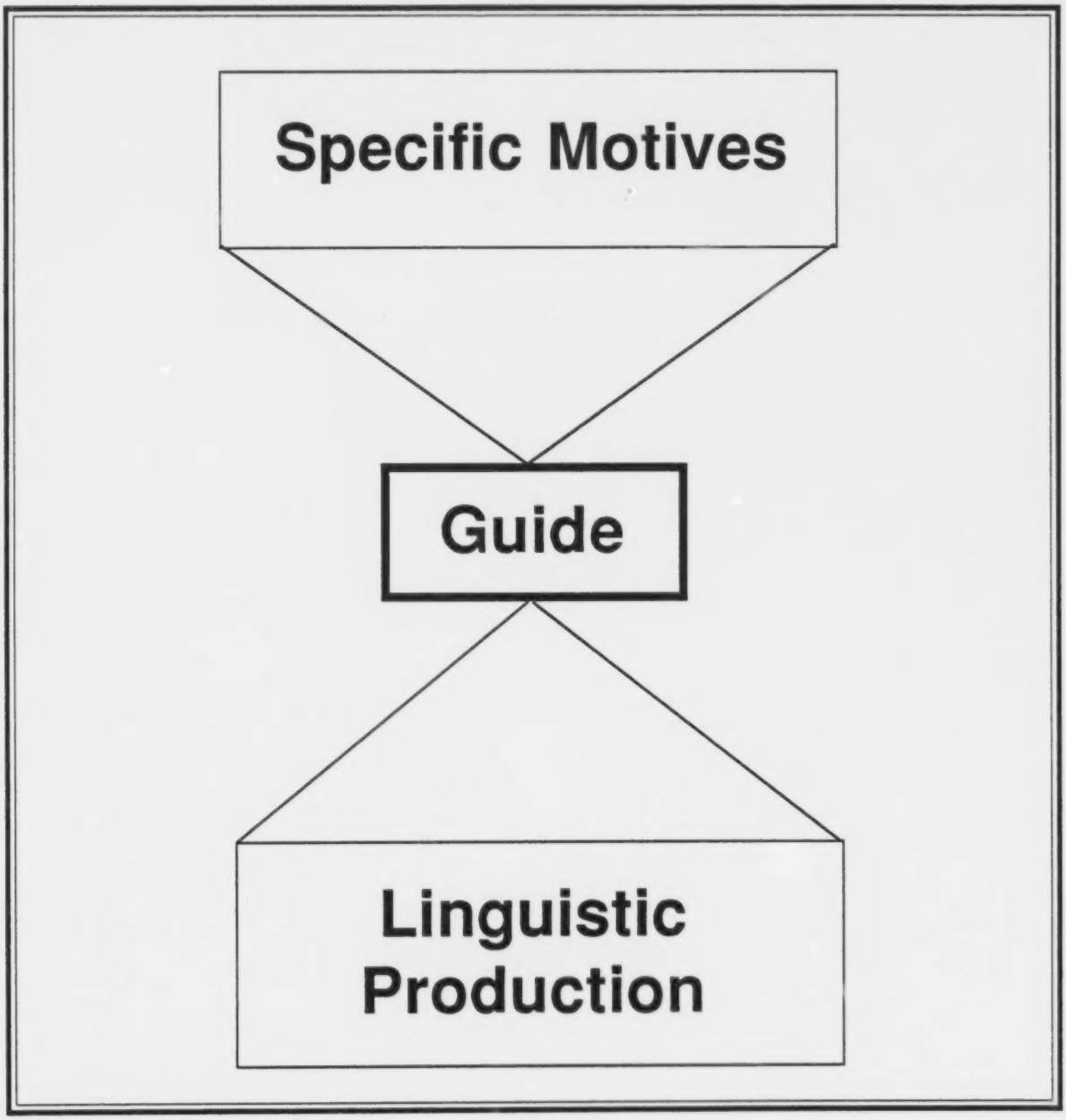
  Solution:

  the-cat
  cat-runs
  the-cat-runs

- In an entire-group setting, ask the participants the problems that Limited English Proficient Students would have in carrying out the activities in this section.

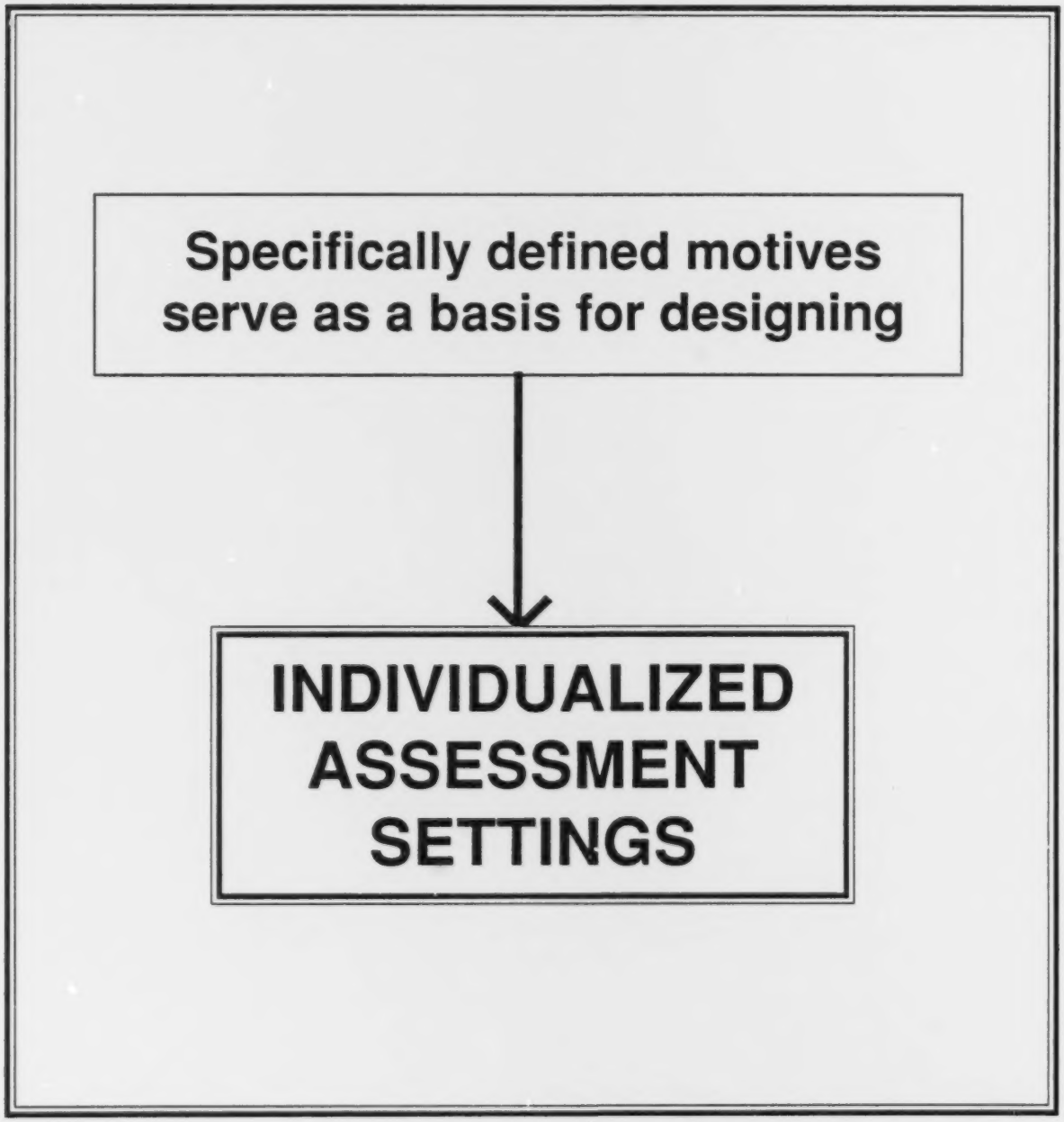
PRODUCING FINITE AND SPECIFIC LINGUISTIC UTTERANCES

(2.2.1.T.1)



THE INDIVIDUALIZED STRATEGIC ASSESSMENT SETTING

(2.2.1.T.2)



THE CONCEPT OF PERMUTATION

(2.2.1.T.3)

The term "*permutate* " refers to combining separate items in different ways

Example: **combine the numbers 1,2, and 3 in all the possible ways.**

1	2	3
1-2	1-3	2-3
2-1	3-1	3-2
(1-2) -3	(1-3) -2	(2-3) -1
3 - (1-2)	2 - (1-3)	1 - (2-3)

THE MEANING OF MEANING

(2.2.1.T.4)

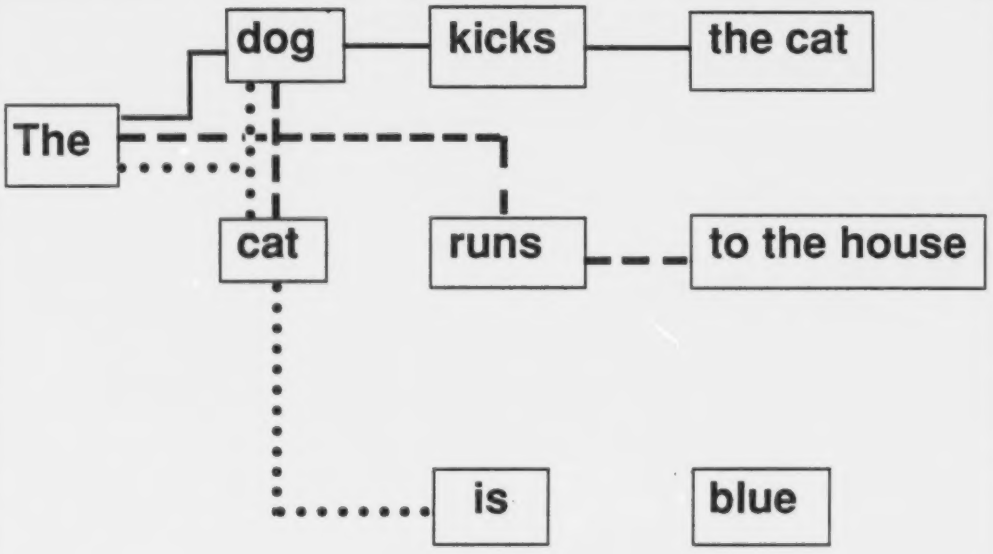


Figure A: Different combination of words (free-morphemes) showing different possible meanings

Figure B: Shows different combinations of morphemes

2.2. DEFINITIONS OF SPECIFIC MOTIVES

2.2.2 The Creativity Motive

CRITICAL POINTS

- **The Creativity Motive is defined as the motive *to construct* subjective meaning.** (Review 2.1.7) **(2.2.2.T)**

- The process of meaning construction, or creativity, in essence, involves beginning with a known and abstracting into the unknown. Such abstraction involves forming new concepts based on experience and already existing concepts. Being creative implies: 1) *Arranging and rearranging information already stored in memory* in order to arrive at new understanding; and/or 2) *Gathering new information* (experiences) that can be integrated with information already stored in memory in order to arrive at new understanding.

- Cognitive theory points to focus of attention as being fundamental to cognitive processes such as perception, meaning construction, retaining information in short-term memory, retaining information in long-term memory, and accessibility of developed concepts. Therefore, specifying where attention is focused is critical in determining the meaning that is constructed.

- According to the organizational scheme developed in this module, the Creativity Motive is subcategorized into three submotives: the Extrapolating Motive, the Probing Motive, and the Distinguishing Motive.

- **The Extrapolating Motive provides the initiative for using language to extrapolate beyond experience, that is, expressing imagination.** In essence, the expression of imagination is the expression of creativity, ie. the combining and recombining of concepts in order to arrive at new meaning. For example, Thomas Edison invented the light bulb by combining and recombining concepts with which he was already familiar; the light bulb was a product of his imagination until it became a reality. Thus language that represents imagination can be interpreted as expressing the Extrapolating Motive. **(2.2.2.T)**

- **The Probing Motive provides the initiative for using language to facilitate the process of meaning construction.** Language that represents probing, exploring, conjecture, and questioning can be interpreted as expressing the Probing Motive. **(2.2.2.T)**

- **The Distinguishing Motive provides the initiative for using language to distinguish characteristics.** As concepts are distinguished through specific characteristics, distinguishing characteristics is necessary to distinguish concepts. For example, the number of vertices can distinguish a triangle from a square: a triangle has three vertices while a square has four. Thus, language that is used to distinguish, compare, and contrast characteristics can be interpreted as expressing the Distinguishing Motive. **(2.2.2.T)**

ACTIVITIES

- As presented in this section, the process of creativity involves:
  a) The development of concepts through experience and
  b) The combining of concepts.

Brainstorm with the participants on how the preceding view of creativity applies to the following examples. Encourage the participants to provide their own examples.

Examples: The harnessing of fire by "cave people"; the straw; the button; the paper clip; music; art; the lever principle; poetry; the chair; the concept of a roof; the pen.

- Discuss how the following language sample of an imaginary, make-believe story represents the Extrapolating Motive.

> Once upon a time there was a little girl who had a pet butterfly. The butterfly was very beautiful and had wide, colorful wings. One day the butterfly said to the little girl: "You are so beautiful! Your hair shines in the sun and you have beautiful hands that you use to play with your toys. I wish I were a little girl like you!" When the little girl heard this she said: "Oh, but *you* are very beautiful! You are so colorful and your wings are so wide and you can fly!" The they agreed: they would both be butterflies for one day and then they would both be little girls for one day. And so the butterfly became a little girl for one day and the little girl became a butterfly for one day.

Key Point: The imaginary story is not an account of a witnessed occurrence, that is, an account based on experience, but a result of someone combining and recombining concepts already stored in their memory.

- Discuss how the following utterances represent expression of the Probing Motive. Pose the question: "How do these utterances facilitate the construction of meaning?"

Questions

- Where are my slippers?
- Who's that?
- What's your name?
- What's the molecular formula of nitrogen dioxide?
- Do you want one?
- Can I have one?
- What if I don't want to go?
- What is the capitol of Florida?

Probing and Exploring

- Wow, look at this! I wonder how long it's been here!
- May they want to go.
- I can tell you want one.
- That sounds interesting. Tell me more!
- I wonder what kind of animals live in the forest.
- I wonder what would happen if I put some hydrochloric acid together with some baking power.

Key Point: All of the preceding utterances make use of language to express the motive to construct meaning. Language that expresses questioning, probing, exploring, and conjecture facilitate meaning construction by either directly or indirectly eliciting new information.

- Discuss how the following language sample represents expression of the Distinguishing Motive.

Distinguishing, Contrasting and Comparing

- Let's see. A rectangle is a parallelogram with one right angle. A square is a rectangle with two congruent adjacent sides. What's the difference between a square and a rectangle?

Key Point: The language sample represents the use of language to distinguish concepts by distinguishing characteristics.

THE CREATIVITY MOTIVE
(2.2.2.T)

The CREATIVE MOTIVE is defined as the motive to *construct* subjective meaning

- **The EXTRAPOLATING MOTIVE provides the initiative for using language to extrapolate beyond experience, that is, expressing imagination**
- **The PROBING MOTIVE provides the initiative for using language to facilitate the process of meaning construction**
- **The DISTINGUISHING MOTIVE provides the initiative for using language to distinguish characteristics**

2.2 DEFINITIONS OF SPECIFIC MOTIVES

2.2.3 The Expressive Motive

CRITICAL POINTS

- **The Expressive motive is defined as the motive to *express* subjectively constructed meaning** (See 2.1.7). **(2.2.3.T)**

- The motive to express subjectively construct meaning is important because expression is a vehicle for *rehearsal* of developed concepts. Cognitive theory points to rehearsal of developed concepts as perhaps the *only* way to transfer concepts from short-term to long-term memory and to access them once they are stored in long-term memory. Thus, expression provides a vehicle for rehearsal which in turn reinforces developed concepts; the development of concepts is the basis for further concept development. Development, rehearsal, and reinforcement of concepts constitutes learning. (See **Introduction** and **2.1** for further discussion)

- The Expressive Motive is prerequisite to *expressing* the Creativity Motive.

- According to the organizational scheme developed in this module, the Expressive Motive is subcategorized into two submotives: the Self-Expressing Motive and the Generic-Expressing motive. These two submotives are defined and discussed in the two proceeding sections. **(2.2.3.T)**

ACTIVITY

- This activity points out how expression through language provides a vehicle for rehearsal which, in turn, facilitates developing, remembering, and accessing of concepts.

Instructions:

1. Divide the participants into three groups. Send Groups 1 and 2 out of the room for ten minutes.

2. Without revealing the meanings, write the following words on the chalkboard or the overhead projector.

   - Sashi: the color of sunrise
   - telem: an antelope
   - wu: very
   - ati: beautiful
   - maku: animal
   - telemsashimakuwuati: An antelope the color of sunrise is a very beautiful animal.

3. Instruct the participants in Group 3 that their task is to learn the words and their meanings. Instruct them to try to *discover the meanings by interacting* with you. Provide them with answers as they elicit responses from you.

4. *Rehearse* the meanings as they are discovered by the participants by using the following strategies:

   a) Isolate portions of information on which to focus attention. (chunking)
   b) Pronounce the words and meanings out-loud.
   c) Encourage the participants to develop their own mneumonic devices by associating new words and meanings with something that they already know. Provide them with the following example: "Think of a sunrise that you have seen." "Imagine the word 'sashi' written somewhere in your image."
   d) Encourage them to share their mneumonic devices. This is a rehearsal technique.
   e) Tell them to link the chunks of information learned. (linking)
   f) Tell them to continue practicing and rehearsing until Group 1 returns to the room.
   g) Do not allow Groups 1 and 2 to see the words and their meanings.

5. Ask Group 2 to return to the room. Instruct them to multiply the following numbers and to ignore all of the other activity in the room.
   Multiplication problem: 498767 x 632519 =

While they are focused on doing the multiplication problem say out-loud "telemsashimakuwuati." As soon as you have done so, tell Group 2 to stop doing the multiplication problem.

6. Ask Group 1 to return to the room.

7. a) Ask all participants to clear their desks and take out clean sheets of paper and writing instruments.
   b) Ask them to write the following sentence that you will pronounce out-loud only once: "telemsashimakuwuati."
   c) Ask them to write the individual words that make up the sentence and also their meanings.
   d) Provide the correct answers. Ask the participants to score themselves.

Discussion:

Obviously the members of the Group 3 will score much higher than all other participants. Demonstrate the truth of the preceding statement with a show of hands.

Group 3:

a) Focused their attention appropriately which allowed them to perceive the information presented.
b) Demonstrated their desire to develop the concepts presented through their elicitations of the meanings of the words.
c) They used language as a vehicle for rehearsal.
d) Employed specific rehearsal techniques.

Group 2:

Although the members of Group 2 were exposed to the sentence used for the activity, their attention was not appropriately focused and therefore did not perceive the specific experiences necessary to develop the presented concepts and the language that represents them.

Group 1:

Obviously, this group was precluded from the experiences necessary to develop the presented concepts and the language that represents them.

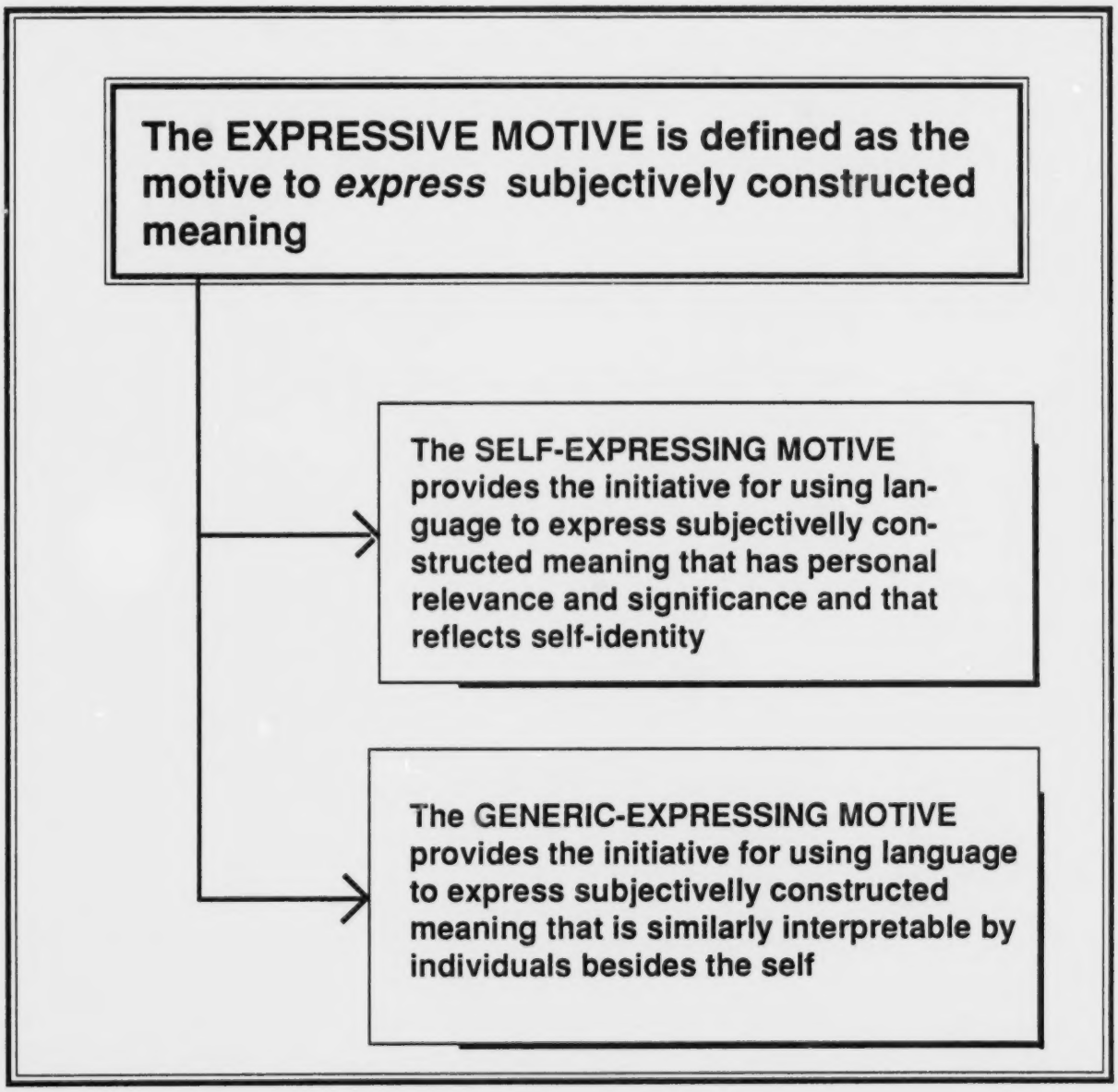
Conclusion:

Throughout this activity, language served the purposes of:

1) expressing the motive to develop concepts (the Creativity Motive);
2) maintaining the focus of attention;
3) developing new concepts;
4) rehearsal, which facilitated developing, remembering, and accessing of concepts.

Though the benefits of expression through language are substantial, the motive to express oneself through language is prerequisite for actual linguistic production.

THE EXPRESSIVE MOTIVE
(2.2.3.T)


The EXPRESSIVE MOTIVE is defined as the motive to *express* subjectively constructed meaning
The SELF-EXPRESSING MOTIVE provides the initiative for using language to express subjectivelly constructed meaning that has personal relevance and significance and that reflects self-identity
The GENERIC-EXPRESSING MOTIVE provides the initiative for using language to express subjectivelly constructed meaning that is similarly interpretable by individuals besides the self

2.2 DEFINITIONS OF SPECIFIC MOTIVES

2.2.4 THE SELF-EXPRESSING MOTIVE

CRITICAL POINTS

- **The Self-Expressing Motive provides the initiative for using language to express subjectively constructed meaning that has personal relevance and significance and that reflects self-identity.** (2.2.3.T)

- The list of criteria that follows serves as a guide for interpreting produced language as being a reflection of the Self-Expressing Motive. The list is open-ended and can be expanded. The criteria can be used by asking: "Can the utterances be interpreted as ... [criteria]?"

  - desires/needs
  - opinions
  - likes/dislikes
  - information *that is personally relevant*
    - geographic regions: address, neighborhood, town, city county, state country
    - symbols: family, religious/philosophical, geographic regions (state birds, flowers,flag)
    - environmental: trees, flowers, weather, bodies of water, mountains
    - physical items
  - preferences/priorities
  - observations
  - experiences
  - relating to homes (their own, family's, friends)
  - feelings: happiness, sadness, embarrassment, excitement, amazement, apologetic, regretfulness, appreciation, anger, enthusiasm, boredom, surprise, fear, worry, hope, patience/impatience, frustration, inadequacy, confidence, satisfaction

ACTIVITY

- Within a small-group setting, have the participants discuss how each of the following expressions can be interpreted as reflecting the Self-Expressing Motive by comparing them with the criteria presented in this section.

  - This is a picture of my family. My mother's name is Marie. My father's name is Luis, and my brother's name is Joseph.
  - Ecuador is right here on the globe. I was born in Ecuador. I could see the Andes Mountains from my house. I loved to climb my mountains.
  - This is a symbol that means "peace" in my religion.
  - I like roller-skating better than ice-skating.
  - I think Mrs. Shilo is a very good teacher. I enjoy her art class.
  - I was very sad when I left my country because I had to say goodbye to my grandparents and friends. I want to return to see them.
  - Mom, you are not listening to me!
  - On time my grandfather and me went fishing.
  - My favorite bird is the Mockingbird.
  - I am thirsty!

2.2 DEFINITIONS OF SPECIFIC MOTIVES

2.2.5 The Generic-Expressing Motive

CRITICAL POINTS

- **The Generic-Expressing Motive provides the initiative for using language to express subjectively constructed meaning that is similarly interpretable by individuals besides the self. (2.2.3.T)**

- Interpreting produced language as expressions of the Generic-Expressing Motive involves noting the expression of concepts that hold true for others besides the individual who produces the utterances. So, for example, the statement "A heart transplant involves an intricate surgical procedure" is interpretable equally by speakers of Standard English. Adding the phrase "...and I love reading about such procedures." to the preceding statement introduces an element of personal relevance.

- Expression routinely contains elements of both the Self-Expressing and Generic-Expressing motives, as the following example illustrates:

  Expression: "I enjoy going grocery shopping in the United States, especially in big cities like New York City. The grocery stores offer such a variety of choices, and I enjoy seeing the different types of people that are shopping."

  Analysis of preceding expression: The preceding series of statements includes information that is personally relevant and significant to the individual producing the expression. For example, the statements that include "I enjoy..." provide information that have personal relevance and significance. Such statements are expression of the Self-Expressing Motive. The example also contains information that is similarly interpretable by individuals besides the individual who produced the language sample. Thus, speakers of Standard English recognize the following concepts: grocery shopping, stores, the United States, New York City, etc. These preceding concepts are therefore expressions of the Generic-Expressing Motive.

ACTIVITY

- In an entire-class setting, discuss with the participants how the following expressions reflect both the Self-Expressing Motive and the Generic-Expressing Motives.

  - I like Miss Allison's class. She teaches science. Today we learned that flowers have stalks, petals, and pollen.
  - The model of the Mustang is my favorite! My dad helped me glue the parts together. I liked putting the hubcaps on the tires and the tires on the axel.
  - A triangle with three congruent sides is an equilateral triangle.
  - My big sister taught me that an isosceles triangle is a triangle that has two congruent sides.
  - History was fun today! We saw a map of how Virginia was in 1651. It was a colony. I don't remember the names of the rivers that we learned. I think they were the Potomac, the James, ... um ... oh ... maybe the York.

2.2 DEFINITIONS OF SPECIFIC MOTIVES

2.2.6 The Communicative Motive

CRITICAL POINTS

- **The Communicative Motive is defined as the motive to coordinate the Creativity and the Expressive Motives.**

- As established and discussed in the Introduction and section **2.1**, experience, motive, development of concepts, and expression are inherently intertwined. Therefore, the motive to purposefully coordinate the creativity and Expressing Motive is essential to the mutual development of concepts and language.

- The Communicative Model **(2.2.6.T&H.2)** presents a conceptualization of the organization of specific components involved in the actual production of linguistic utterances. The purpose of the development of such a model is to emphasize the necessity to coordinate various conceptualized components involved in linguistic production; no claim is made that the model presents any undisputable truth. Following is a discussion of each components of the model.

    a) The first component presented involves the idea that linguistic production is influenced by specific situations. The perception of specific situations is dependent on where the attention of individuals is focused.
    b) With specific situations identified, the Communicative Motive provides the initiative to develop specific objectives. Existing long-range goals provide the basis for the development of specific objectives.
    c) The Creativity Motive provides the initiative for actual cognitive processing through which to construct the specific objective. That is, the Creativity Motive mediates between the Communicative Motive and meaning construction.
    d) With the initiative provided by the Creativity Motive, cognitive processing results in the actual development of specific objectives.
    e) The Expressing Motive provides the initiative to express the specific objectives and actually mediates the construction of specific objectives.
    f) With the specific objectives developed, individuals choose specific motives that are
    g) ultimately expressed though language.

- The following activities section illustrates the preceding conceptualization of the organization of specific components involved in the Communicative Model and provides exercises for becoming familiar with the model

- Interpreting produced language as expression of the Communicative Motive involves noting language that can be interpreted as being goal-oriented.

ACTIVITIES

- The purposes for this activity are:
    1) to reinforce the need for coordinating the conceptualized components of the Communicative Motive Model **(2.2.6.T&H.2)**;
    2) to reinforce the idea that long-range goals and specific objectives guide the coordination of the component of the model;
    3) to reinforce the idea that produced language is the end result of the *coordination* of components such as those conceptualized in the model presented;
    4) to provide practice in determining the specific components responsible for specific consequences.

Instructions:

Determine the specific components of the Communicative Motive Model **(2.2.6.T&H.2)** that are responsible for the specific consequences given. Be prepared to discuss, in an entire-group setting;

a) your choices,
b) the need to coordinate the components, and
c) the role of goals and objectives.

THE COMMUNICATIVE MOTIVE

(2.2.6.H.1.A)

Example:

Situation : Perception of two students having an argument in the school hall. **Goal**: to mediate collaboration:	
Component	**Consequence**
Communicative Motive	Motive to develop a specific objective
Creativity Motive	Motive to construct the specific objective
Meaning Construction	Construct the specific objective: Mediate a peaceful settlement
Expressing Motive	Motive to express the developed object
Expression of the Probing Motive	Expressive of the specific objective developed: "Why are you arguing?"

Exercise 1:

Situation: Perception of Sonny, a neighbor, in the morning. **Goal**: To be friendly.	
Component	**Consequence**
	Motive to develop a specific objective
	Motive to construct the specific objective
	Construct the specific objective: Offer a greeting.
	Motive to express the developed objective
Expression of the_____ Motive	Expression of the developed motive: "Good morning, Sonny!"

(2.2.6.H.1.B)

Exercise 2:

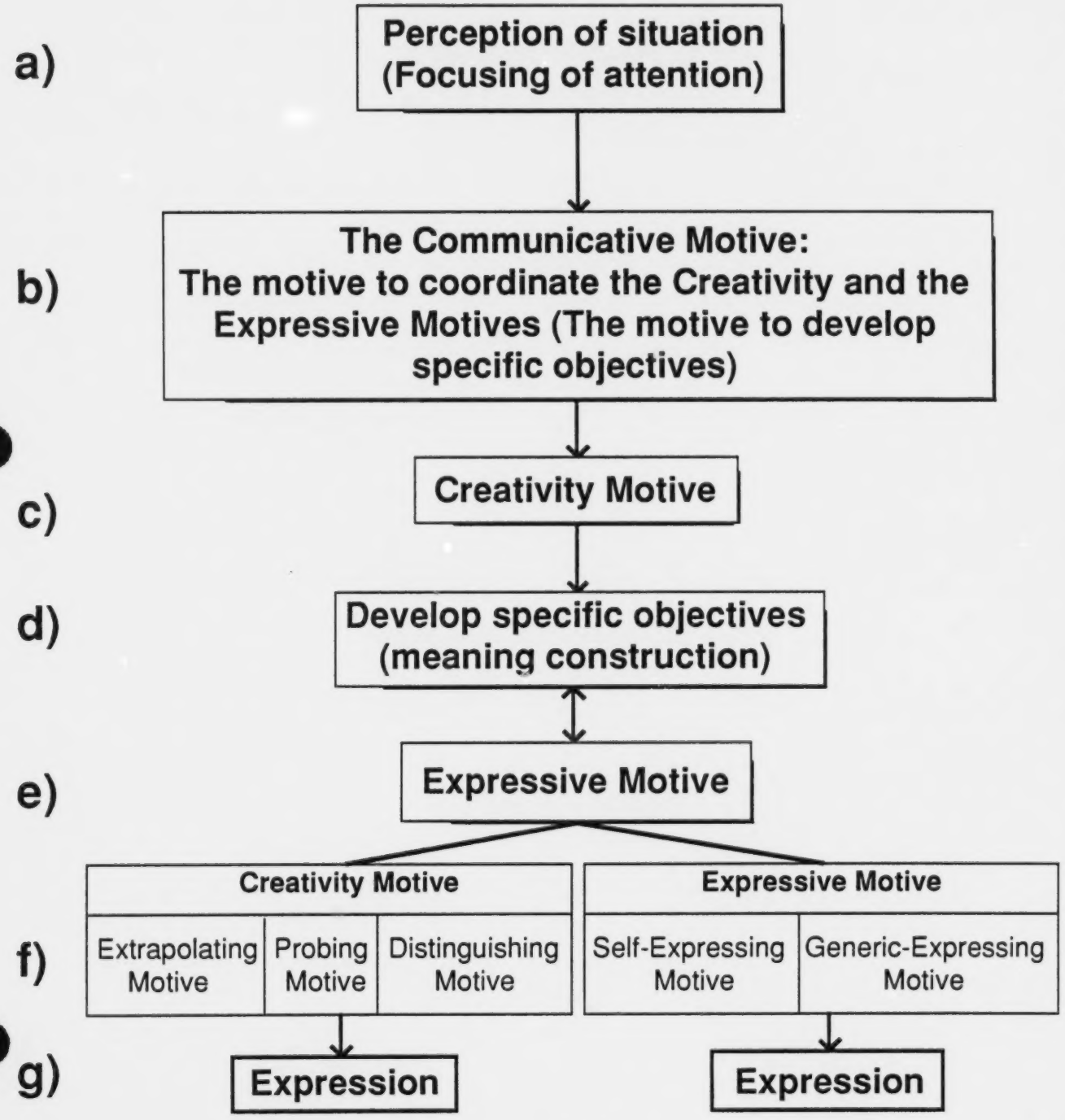
Situation: Perception of a display of various products in a department store. **Goal**: To make wise purchases.	
Component	**Consequence**
	Motive to develop a specific objective
	Motive to construct the specific objective
	Construct the specific objective : Inquire about the prices.
	Motive to express the developed objective
Expression of the_____ Motive	Expression of the developed motive: "How much does this one cost?"

Exercise 3:

Situation: Perception of two children playing with a big rubber ball at school when the ball rolls right besides a group of other children who are talking. **Goal**: To access material items.	
Component	**Consequence**
	Motive to develop a specific objective
	Motive to construct the specific objective
	Construct the specific objective : Ask the children to return the ball.
	Motive to express the developed objective
Expression of the_____ Motive	Expression of the developed motive: "Would you please throw the ball back to us?"

THE COMMUNICATIVE MODEL

(2.2.6.T&H.2)



2.3 ELICITING ORAL LANGUAGE THROUGH THE F-L SETTING

2.3.1 THE FUNCTIONAL-LINGUISTIC SETTING

CRITICAL POINTS

- The preceding sections define the specific motives that can be used (1) as a basis for choosing the specific stimuli to include in individualized assessment settings and (2) as themes or organizing principles through which to guide the interaction between the students, the stimuli and the language assessment personnel.

- Because the goal of an individualized strategically designed assessment setting is the production of language which functions as a vehicle for the expression of specific motives, such assessment setting is henceforth referred to as a Functional-Linguistic Setting (F-L Setting). **(2.3.1.T.1)**

- Three factors to consider when designing F-L Settings are (1) student profiles, (2) appropriate stimuli, and (3) awareness of the organizing principles, that is, the specific motives **(2.2) (2.3.1.T.2)**

- In order to elicit language within F-L Settings that is expression of specific motives, language assessment personnel need to offer the individual students being assessed **specific** guidance and prompts **(see 2.1.10). (2.3.1.T.3)**

- A basic premise of informal language assessment is that increasing the specificity of environmental stimuli will maximize the probability of prompting expression of specific motives. **Therefore, providing *specific* guidance and prompts involves the language assessment personnel being acutely aware of the language and behavioral cues *they themselves are producing*** during a language assessment session. **(2.3.1.T.3)**

- **Language assessment personnels' editing of their own language and behavioral production requires being highly cognizant of the specific motives *they are intent on eliciting from the students they are assessing.*** **(2.3.1.T.3)**

- In order to monitor their own language and behavior to a high degree, it is critical that language assessment personnel, be thoroughly familiar with the criteria that define each specific motive presented **(2.2). (2.3.1.T.3)**

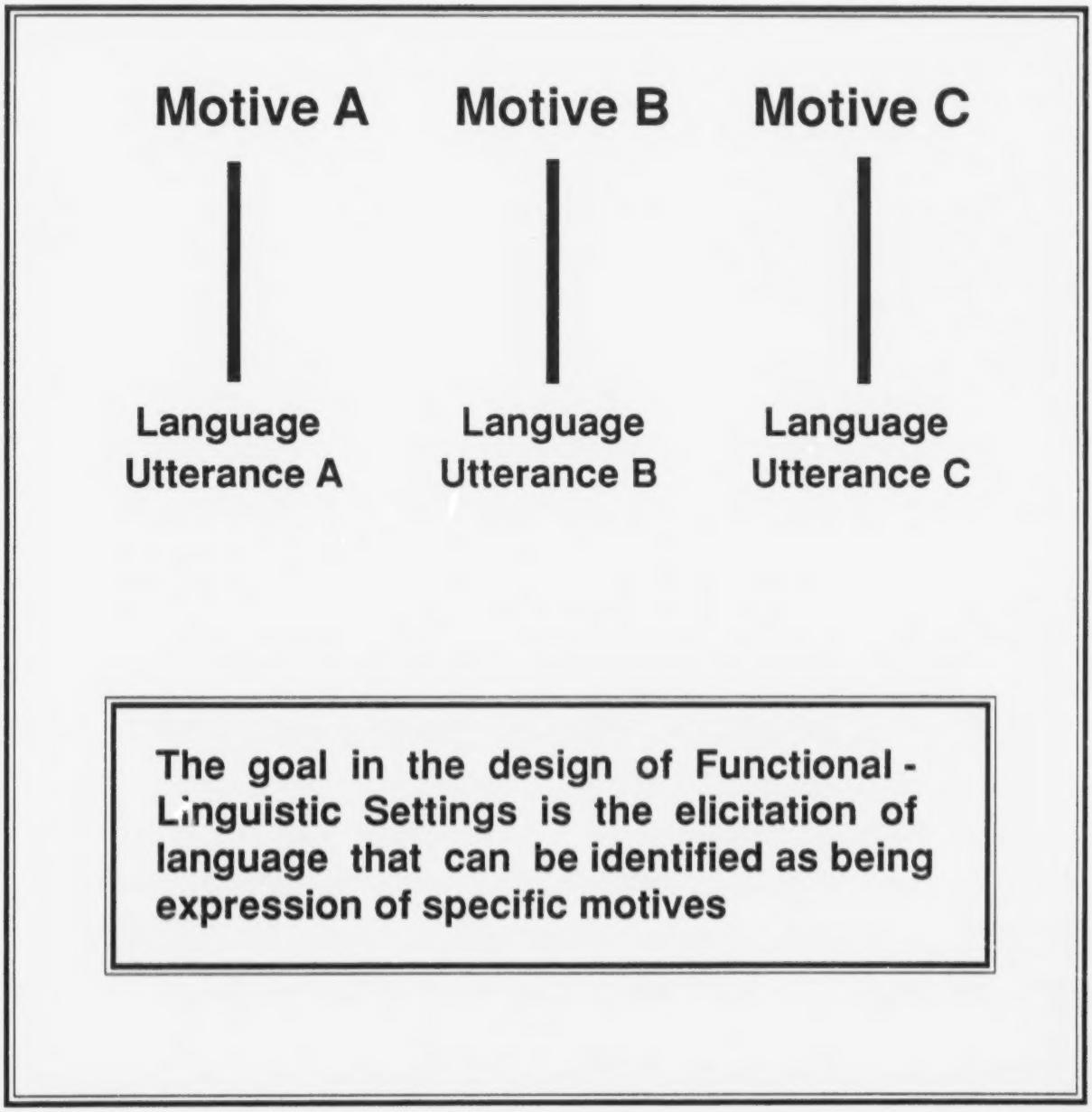
ACTIVITY

(1) Choose a specific Motive **(2.2)**
(2) Review the criteria that define the Motive chosen.
(3) In an entire-class setting, brainstorm with the participants on (a) *possible* stimuli that could be used and (b) *possible* specific verbal cues that could be offered in order to prompt students to express the specific Motive chosen. Refer to section **2.1.10, Informal Assessment.**

Example
Specific Motive: the Self-Expressing Motive **(2.2.4)**
Stimuli: pictures that have personal significance. For example, pictures of family, friends, occasions, trips.
Possible verbal cues:
- It looks like you are having fun in this picture. Here you are. Who are these other people?
- Is this your home in your country? Those are beautiful mountains. Did you ever climb a mountain? Did you enjoy climbing the mountain?
- You said that you grew up in the country. Do you prefer to live in the city or in the country?

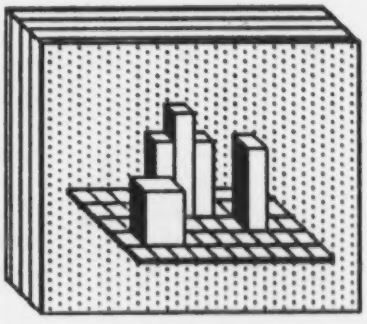
THE GOAL IN A FUNCTIONAL-LINGUISTIC SETTING DESIGN

(2.3.1.T.1)

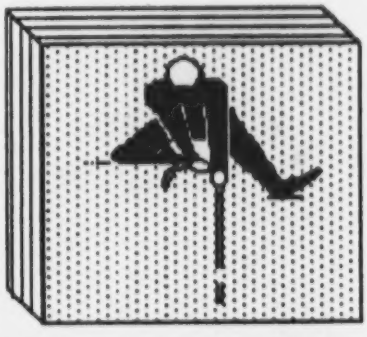

Motive A
Motive B
Motive C
Language Utterance A
Language Utterance B
Language Utterance C
The goal in the design of Functional-Linguistic Settings is the elicitation of language that can be identified as being expression of specific motives

FACTORS TO CONSIDER IN THE DEVELOPMENT OF THE F-L SETTING

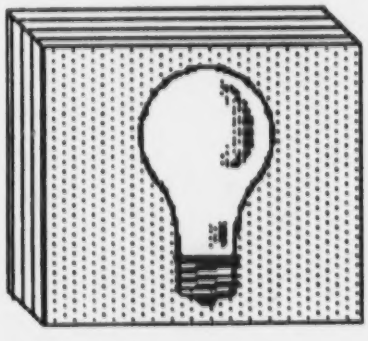
(2.3.1.T.2)



- STUDENT PROFILE



- APPRORPIATE STIMULI



- AWARENESS OF THE ORGANIZING PRIN-CIPLES (Specific Motives)

GUIDING THE INTERACTION BETWEEN STUDENTS BEING ASSESSED AND THE F-L SETTING

(2.3.1.T.3)

In order to elicit language that expresses specific motives, language assessment personnel need to:

- **offer the individual students being assessed *specific* guidance and prompts;**
- **be acutely aware of the language cues they themselves are producing;**
- **be highly cognizant of the specific motive they are intent on eliciting from the students they are assessing;**
- **be familiar with the criteria that define each specific motive**

2.3 ELICITING ORAL LANGUAGE THROUGH THE F-L SETTING

2.3.2 A Procedure for Eliciting Language Through the F-L Setting

CRITICAL POINT

- This section crystalizes the information presented in the preceding sections by presenting a procedure for establishing a Functional-Linguistic Setting and for maintaining directed interaction through which to elicit specifically motivated language in context. Language samples gathered through the procedure described below can be analyzed, interpreted, and used as a basis for developing hypotheses concerning the the development of (a) the Creativity,Expressive, and Communicative Motives **(2.2)** and (b) language as a vehicle for developing, reinforcing, and expressing concepts. The procedure is presented in a series of steps.

ACTIVITIES

The purpose of these activities is to familiarize the participants with the procedures for establishing F-LSettings presented in this section.

- Arrange the participants into three groups. Assign a specific motive (the Creativity, Expressive, and Communicative Motives) to each group.
- Have each group discuss how each step is illustrated in the sample F-L Settings that follow **(2.3.2.T&H.1-7)**
- Have the participants actually implement and role-play two of the F-L Settings illustrated.
- After they have rehearsed within their groups, have them demonstrate the F-L Settings they have rehearsed in an entire-class setting.

A PROCEDURE FOR ELICITING LANGUAGE THROUGH THE F-L SETTING

(2.3.2.T&H.1.A)

- First Step: Choose one of the presented Motives (Creativity, Expressive, or Communicative). The chosen specific Motive is the organizing principle with which to establish and maintain directed interaction within the F-L Setting. Because of the importance of the role that the organizing principle plays as the essential focus of the F-L Setting, language assessment personnel should be confident in their understanding of the criteria that define the specific Motives (2.2)

- Second Step: Develop a Strategy that generally describes how to use stimuli to motivate students to produce language that expresses the organizing principle chosen.

- Third Step: By referring to the Strategy, develop Activities that specify the stimuli and interaction between yourself, the student, and the stimuli. The purpose of the activities is to maximize the probability that the student will (a) produce language and (b) produce language that expresses the organizing principle.

- Fourth Step: List and accumulate Stimuli with which to implement the developed activities. As described in section 2.1.10, the selection of stimuli is a crucial factor in determining how the students will interact within F-L Settings. Student interaction within F-L Settings, in turn, is critical in determining the quantity and quality (quality is defined in terms of the indicators presented in 2.4.7) of the language sample produced. The essential criteria for selecting stimuli are (a) the degree to which the students can personally relate to the stimuli and (b) the appropriateness of the stimuli with regard to the organizing principle chosen. Familiarity with the criteria that define the organizing principle (2.2) is the key to determining the preceding (b).

(2.3.2.T&H.1.B)

- Fifth Step: Produce verbal cues to facilitate the interaction within the F-L Setting. As described in section 2.3.1, the verbal cues produced by language assessment personnel are integral to directing the interaction within the F-L Settings. The essential purposes of the verbal cues produced by language assessment personnel are (a) to establish and maintain a rapport with the students, (b) to familiarize the students with the stimuli, (c) to establish the degree to which the students personally relate to the stimuli, and (d) to establish and maintain relationships between the students, the stimuli, and the organizing principles.

- The presented procedure describes the steps for establishing a Functional-Linguistic Setting and for maintaining directed interaction through which to elicit language that expresses the organizing principle. The procedure is open-ended in that language assessment personnel can creatively expand and adapt the individual steps of the procedure to meet local needs.

- Extensive field-testing conducted by Project staff and trained consultants demonstrated the value of the presented procedure in assessing the degree of language development of students. Language assessment personnel who are interested in learning and implementing the procedure should be patient with themselves and understand that proficiency in gathering language samples increases gradually, through practice and by making adjustments after each effort. Interested language assessment personnel are welcomed and encouraged to network with each other and with Project staff.

THE SELF-EXPRESSING MOTIVE

(2.3.2.H.2.A)

Strategy:	
Model information about yourself that reflects the Self-Expressing Motive **(2.2.4)**. Then ask the students to do likewise.	
Activity:	Show the students stimuli with which you can personally relate. Express personal information by using the stimuli as conversation pieces. Then prompt the students to express personal information by using the stimuli with which they can personally relate as conversation pieces.
Stimuli:	Stimuli that represent personal aspects of your life that you can share with students, such as as pictures of yourself,family and friends, travels, occasions; work that you have done, such as poems that you have written or artwork that you have done, awards, trophies, gifts, items from your home, items that represent your cultural background, maps with which to locate places of personal interest. To prepare for the elicitation of these language samples, encourage the students to bring similar stimuli to share with you.
Sample Verbal Cues:	-This is a picture of me when I was just a baby. I have very light hair in this picture but then my hair turned black. Do you know what color your hair was when you were born? Which do you prefer, the color of your hair when you were a baby or the color that your hair is now? -This is a picture of grandparents. They were born in Lithuania but they moved to the United States before my parents were born. Are these your grandparents in this picture? Where were they born? Let's see if we can find that country on this map. -Here is an ashtray that I made when I was in elementary school. The name of the school is Meadowlane Elementary and it is Miami, Florida. Have you made something like this before? What was it? Did you enjoy making it? What else do you enjoy doing?

(2.3.2.H.2.B)

Strategy:	
Provide the students with opportunities to express their opinions and attitudes by presenting them with thought-provoking situations.	
Activity:	Present the students with obviously unfair situations and ask them to react. For example, ask them to react to a situation where a teacher makes a mistake and accuses the wrong student of cheating on a test and gives that student a failing grade.
Stimuli:	pictures that depict upset individuals
Sample Verbal Cues:	-Does the boy look upset in this picture? -You see, someone said that he cheated on a test. He did not cheat on the test but they are going to punish him. -How would you feel if you were that boy? -Do you remember a time when you were really upset? Tell me what happened.

THE GENERIC-EXPRESSING MOTIVE

(2.3.2.H.3.A)

Strategy:	
Prompt students to summarize previous experiences. Encourage them to elaborate and provide depth of explanation.	
Activity:	Ask students to summarize lessons previously learned in school.
Stimuli:	Textbooks used to learn lesson. Samples of materials used and activities done while learning the lessons.
Sample Verbal Cues:	-Is this the book you are using/have used for your _____ course? -It looks interesting. Show me a lesson that you learned. -Are these some of the activities that you did during the lesson? -Tell me about the lesson and about the activities.
Activity:	Ask the students to summarize how they assembled a specific item, e.g., a model, a doll, a structure assembled with building blocks.
Stimuli:	The constructed item and/or parts that were assembled.
Sample Verbal Cues	-That's a very interesting structure. How did you build it?

Strategy:	
Ask students to explain the concepts involved in activities or projects with which they have been involved, or ask them to explain procedures with which they are familiar.	
Student Activity:	A beauty school student permed another student's hair as an activity.
Stimuli:	chemicals necessary for perming, hair, curling iron, other related materials
Sample Verbal Cues:	-How do you determine which chemical to use? -How do you determine how tight to place the curling iron? -what information do you need from the customer before beginning the perm?

(2.3.2.H.3.B)

Student Project:	A science project dealing with the topic of electricity.
Stimuli:	chemicals necessary for perming, hair, curling iron, other related materials
Sample Verbal Cues:	-This is a very interesting project. How does electricity make that toy run?
Student Procedure:	Addition of several columns of numbers.
Stimuli:	samples of addition problems
Sample Verbal Cues:	-How are these numbers added?
Student Procedure:	Following a recipe.
Stimuli:	already cooked items, pictures of cooked items, uncooked items to be used in a recipe
Sample Verbal Cues:	-Tell me the recipe for making this dish.
Student Procedure:	Reaching a destination.
Stimuli:	a map
Sample Verbal Cues:	-What is the prettiest route? -Why is it so pretty? -What is the quickest route? Why is it the quickest route? -What is the longest route? -Why is it the longest route?

THE EXTRAPOLATING MOTIVE

(2.3.2.H.4.A)

Strategy:	
Prompt students to extrapolate beyond their experiences.	
Activity:	Ask the students to provide novel uses of objects with which they are familiar.
Stimuli:	-items or pictures of items commonly found in a kitchen: forks, spoons, knives, cups, glasses, plates, pitchers, pot, pans, dishwashing soap, sponges, toothpicks -common tools: pliers, screwdriver, hammer, -materials: cloth, string, paper, cardboard
Sample Verbal Cues:	-Do you recognize this object as a spoon? For what purpose do you usually use a spoon? How else could you use this spoon? -Do you recognize this object as a pillowcase? For what purpose do you usually use a pillowcase? How else could you use it? -Do you recognize this tool as a hammer? For what purpose do you usually use a hammer? For what other purpose could you use it?
Activity:	Ask students to think of ways to use objects with which they are not familiar.
Stimuli:	-actual objects, or pictures of objects, typical of cultures with which the student is not familiar
Sample Verbal Cues:	-Do you see this object that looks like a bowl? Well, this object was was used by the Maya Indians during religious occasions. How could you use this object?

(2.3.2.H.4.B)

Activity:	Show the students the words to songs or stories, but leave out parts or the endings. Ask the student to continue the songs or stories or to provide conclusions.
Stimuli:	Samples of songs or stories
Sample Verbal Cues:	Listen to this story. When I stop, I want you to continue it. "There was once a monkey who thought that she was very brave. One day she went right up to a lion and told him that she thought that he was lazy for sleeping under a tree. The lion was angry because the monkey woke him up. The lion looked at the monkey and ..."
Activity:	Ask the students to interpret something that is vague and has no clear-cut or obvious meaning.
Stimuli:	abstract art, either pictures or actual objects with which the students are not familiar, pictures without explanations which could be variably interpreted.
Sample Verbal Cues:	-Look at this picture of these monkeys. What do you think is happening? -Look at this picture of a famous sculpture. What does it look like to you? -Look at this picture. What do you see?
Activity:	Ask the students riddles. Their guesses represent language that expresses the Extrapolating Motive. Assure that the riddles are culture-appropriate, that is, assure that the content is (a)non-insulting and (b)understood.
Stimuli:	riddles
Sample Verbal Cues:	-"Why did the chicken cross the street?" -"How many elephants can fit into a telephone booth?" [Assure that (a)the elephant is something that may be joked about, and (b)assure that the students know what a telephone booth is.]

(2.3.2.H.4.C)

Activity:	Ask the students about future plans. Maintain the students' focus on what they intend to do, on hypothetical situations.
Stimuli:	maps, pictures of places where the students plan to go
Sample Verbal Cues:	--Do you have any plans to travel? Where? -What are you going to do? -What are you going to do if... you don't understand the language? you get lost? you get in trouble with the police? you run out of money?

THE PROBING MOTIVE

(2.3.2.H.5.A)

Strategy:	
Model expressing the Probing Motive. Then ask the students to similarly express themselves.	
Activity:	Using books with which students are familiar and which also have pictures, proceed to question the students about the pictures encountered as the pages are turned. After modeling questioning, ask the students to ask you questions about the book.
Stimuli:	Books with which students are familiar and which also have pictures.
Sample Verbal Cues:	-- Have you read this book? - May I look through it? -- Who is this? -- What is that? -- Why does she have that funny look on her face? -- Where is she going? -- To whom does this dinosaur belong? --Now you ask *me* questions.

Strategy:	
Model eliciting information about student's work. Then ask the student to elicit the same type of information about a fellow classmate's work.	
Activity:	Elicit information about a student's artwork. For example, ask the student about materials, techniques, and concepts represented. Then ask the student to find out the same type of information about another student's artwork.
Stimuli:	samples of students' artwork
Sample Verbal Cues:	-This is a very interesting artwork! What materials did you use? -Did you use different brushes? -That color is very interesting. How did you make such a color? -Tell me about the place in this painting. -Your classmate also did a very interesting artwork. Please find out the same kind of information about her/his artwork that you gave me.

(2.3.2.H.5.B)

Activity:	Elicit information about recipes with which students are familiar. Then have them elicit the same type of information from other students.
Stimuli:	-recipe books -cooking ingredients -recipes and pictures of specific dishes from magazines
Sample Verbal Cues:	-This dish that you are going to make looks interesting. Tell me about the ingredients that you will need? -How much of each ingredient will you use? -For how long will you cook the dish? -Now please ask your classmate about her/his disk that he/she is making.

THE DISTINGUISHING MOTIVE

(2.3.2.H.6.A)

Strategy:	
Ask the students to construct a design. Instruct them that they are not to show you the design, but when they finish, they are to help you construct the exact design by using only verbal instructions.	
Activity:	Provide the students with with building blocks of different shapes, sizes, colors, and other distinguishing characteristics. Instruct them to construct a design behind a barrier through which you cannot see. Notify them that you will try to reconstruct their exact design by using only their verbal instructions.
Stimuli:	building blocks of different shapes, sizes, colors, and other distinguishing characteristics
Sample Verbal Cues:	-With these building blocks, please construct any design that you want. Don't show me the design, and I will not look. I have the same building blocks as you. When you are finished, please tell me how to make the exact same design.
Activity:	Ask the students to make a drawing on paper and a writing instrument. Instruct them not to show you their design. Let them know that you will try to make the exact same design by using only their verbal instructions.
Stimuli:	paper, pencil, pen, or other writing instrument
Sample Verbal Cues:	-Using your paper and pencil, draw something on your paper. Don't show me or tell me what it is. When you are finished, help me to draw the exact same thing as you did by telling me exactly what to do.

(2.3.2.H.6.B)

Strategy:	
Join the students in interesting activities. Model questioning, distinguishing, contrasting and comparing. Then encourage them to ask you questions.	
Activity:	Using building blocks, model distinguishing the pieces by characteristics and then questioning how the pieces can be fit together.
Stimuli:	Building blocks of different shapes, sizes and characteristics.
Sample Verbal Cues:	-- Let's see. This is a large, red triangle with small circular holes. Do you think this small, yellow cylinder will fit into one of the holes? -- Let's see. This is a large, blue triangle with small square holes. Do you think that small, green triangle will fit into one of the square holes? -- Now you ask *me* questions.
Activity:	Play a game of make-believe in which the student is handcuffed and needs your help in getting the key that will open the handcuffs.
Stimuli:	-handcuffs(they do not actually have to be used. They can be used as a conversation piece.) -handcuff keys
Sample Verbal Cues:	Let's play make-believe. Let's make believe that you are sitting on your chair but that your feet are handcuffed so that you cannot move. You need my help in getting the key that will open the handcuff. I do not know where the key is, but you do. Tell how to find the key without telling me where it is. To begin the game, I will close my eyes and you will hide the key. Then you will sit down and tell me exactly where to go to find the key.

THE COMMUNICATIVE MOTIVE

(2.3.2.H.7.A)

Strategy:	
Play games in which the students have to control other peoples' behavior.	
Activity:	Play the game "Simon Says"
Stimuli:	(for this game, verbal cues are the stimuli)
Sample Verbal Cues:	Have you ever played "Simon Says"? Well, here is how you play "Simon Says": Tell me to do different things. If you say "Simon Says" before telling me what to do, then I must do what you say. If you do not say "Simon Says" before telling me what to do, then I do not have to do what you say. For example, you can say, "Simon Says lift your right foot." Because you said "Simon Says" before telling what to do, then I must lift my right foot." If you tell me, "lift your left foot" and you do not say "Simon Says" first, then I do not have to lift my left foot.

Strategy:	
Gather items of the same category, e.g., furniture, model cars, model airplanes, dolls, books, magazines, that are of interest to the students. Motivate the students to describe the item that is most interesting to them before they can access it.	
Activity:	Remove the chairs from the students' desk. While standing, ask the students to look around for the chair they would like to use. Motivate them to describe the chair they prefer to use as a prerequisite for accessing it.
Stimuli:	Chairs with having different characteristics.
Sample Verbal Cues:	(While the students are standing) - Do you see a chair that you would like to use? Without pointing to it, tell me what it looks like. If I can guess which one it is, you can use it.

(2.3.2.H.7.B)

Activity:	Line up different model airplanes a short distance from the students. Motivate them to describe their favorite model as a prerequisite for accessing it.
Stimuli:	Model airplanes having different characteristics.
Sample Verbal Cues:	Do you see those model airplanes? Without pointing, describe the one that looks most interesting to you. If I can guess which one you chose, you can play with it.
Activity:	Line up dolls having different characteristics a short distance from the students. Motivate them to describe their favorite doll as a prerequisite for accessing it.
Stimuli:	Dolls having different characteristics.
Sample Verbal Cues:	Do you see those dolls? Without pointing, describe the one that looks most interesting to you. If I can guess which one you chose, you can play with it.

Strategy:	
Present the students with specific scenes requiring specific purposeful communication. Prompt the students to develop and express objectives with respect to the specific scenes presented.	
Scene:	The target students may role-play being salespersons or customers. The salesperson's objective is to make a sale. The customer's objective is to buy the product she or he needs while taking quality and cost into account.
Stimuli:	an array of products.
Sample Verbal Cues:	Salesperson: "Hello. May I help you? Customer: "Yes. I am trying to decide which product to buy. Salesperson: "Well, here is a nice one. And it is on sale today." Customer: "Yes. That is a nice one. How much does it cost?

(2.3.2.H.7.C)

Scene:	The target student finds a new student in school crying in the school hall. The new student, in tears, explains that he is lost and doesn't know what his next class is or how to get there. The target students' objective is to calm the new student and provide him with directions on how to get to his next class.
Stimuli:	a picture of a young individual crying.
Sample Verbal Cues:	Target student: "Why are you crying? New student: "I am lost. I am a new student." Target student: "Do you have a schedule?" New student: "Is this it?"

2.3 ELICITING ORAL LANGUAGE THROUGH THE F-L SETTING

2.3.3 Transcribing Language Samples

CRITICAL POINTS

- Once language assessment personnel have implemented the language assessment procedure described **2.3.2** they must prepare the language samples collected for analysis by transferring or "transcribing" the language produced during the assessment session from an auditory mode to a visual mode. Thus, a "transcription" is a readable and accessible record of the language produced during a language assessment session that can be scrutinized, analyzed, and interpreted. The transcriptions of language samples play the critical role of providing the basis for the formation of hypotheses regarding the degree of language development.

- The preparation of audio-recorded language samples for analysis does not require the transcription of all the language produced during a language assessment session. Rather, the choices as to which portions of the language samples to transcribe should be guided by a structured decision-making process which takes into account specific criteria.

- The structured decision-making process through which language assessment personnel can choose the portions of the language samples to transcribe incorporates two essential factors: (a) familiarity with the proceeding Language Analysis section **(2.4)** and (b) familiarity with the criteria that define the Motives presented **(2.2)** As the essence of the transcription of language samples is the recognition of the preceeding (a) and (b), language assessment personnel should therefore familiarize themselves with the corresponding sections before attempting to transcribe language samples.

- Language assessment personnel should be aware that proficiency and efficiency in (a) making decisions concerning which portions of language samples to transcribe and (b) doing the actual transcriptions will increase gradually through practice and by making adjustments after each effort.

- To keep the analysis of language samples practical and manageable, a general rule to follow is to choose language samples in which the students being assessed produced approximately fifty words or less.

- No activity is offered for this section due to the necessity to be familiar with the sections on the analysis of language which follow **(2.4)**.

2.4 UNDERSTANDING THE ANALYSIS OF LANGUAGE SAMPLES

2.4.1 Analyzing Language Samples

CRITICAL POINTS

- This module's approach to the analysis of transcribed language samples involves providing background information on the linguistic categories of Pragmatics, Phonology, Morphology, and Syntax, and presenting procedures for analyzing each of these four categories.

- The analysis of language samples can be viewed from two perspectives: (a) descriptive and (b) prescriptive. A descriptive analysis of language involves analyzing language samples but not judging against a standard; the emphasis is on *describing* the language produced. A prescriptive language analysis involves analyzing language samples *and* judging against a standard. The standard is defined by language that is typically produced by "similar speakers," i.e., members of specific social groups.

- The analysis procedures described in the subsequent sections are descriptive; the procedures provide quantitative information regarding the language that individuals actually produce.

- All human language systems are equally adept at representing the complexity inherent in the human cognitive system; no one language is superior or inferior to any other.

ACTIVITY

- Use the following question as a basis for discussion: "What are the implications of comments that identify language that someone produced as "wrong," "poor," "right," "proper," and "appropriate?" Relate this question to the concept of "similar speakers" and "prescriptive" language analysis as presented in this section.

2.4 UNDERSTANDING THE ANALYSIS OF LANGUAGE SAMPLES

2.4.2 The Pragmatic Component: Assessing the Pragmatics of Language Samples

CRITICAL POINTS

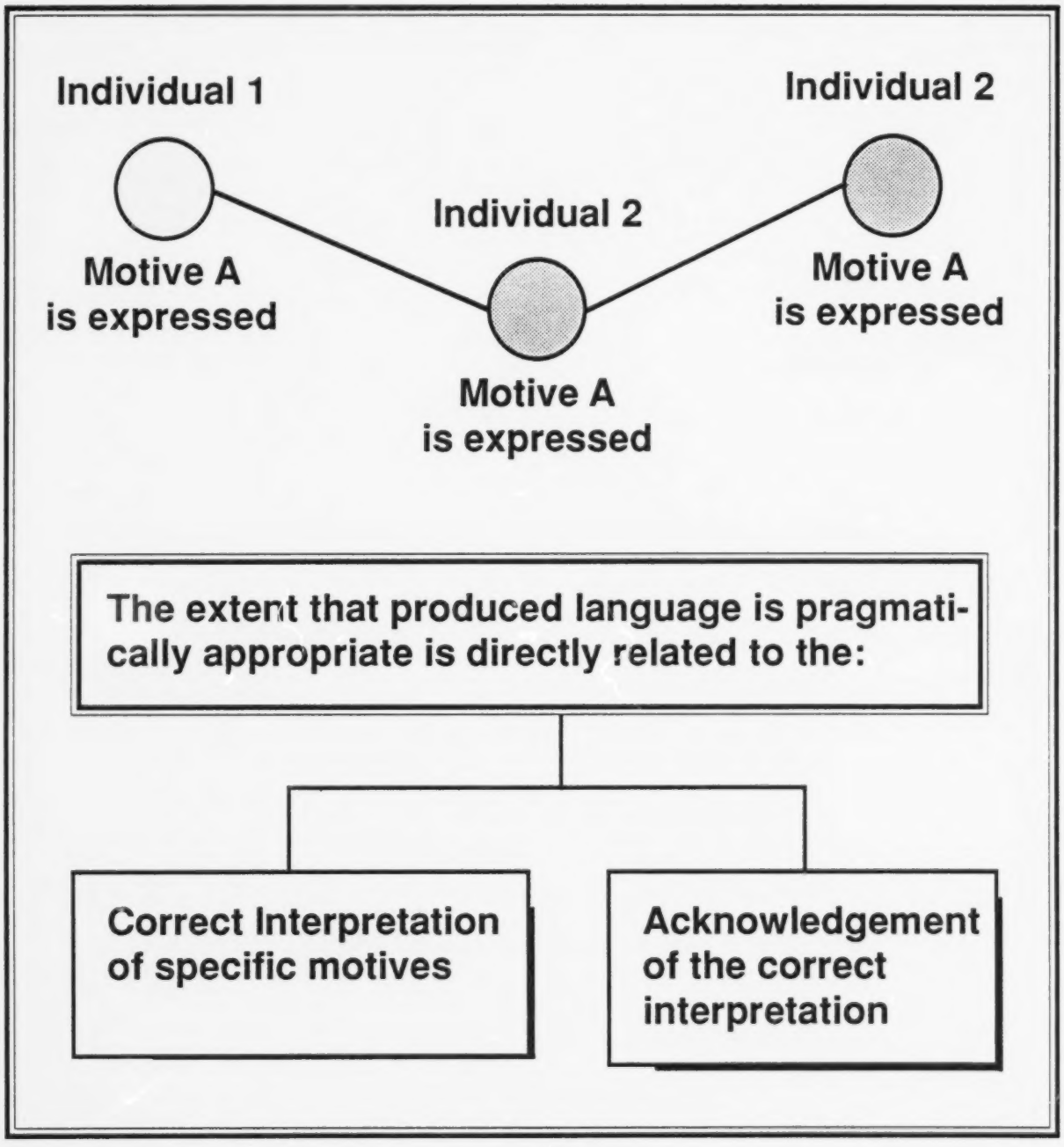
- As presented in the Introduction and in **(2.2.1)**, since human have the capacity to produce infinite linguistic utterances, specific motives serve as guides for choosing the actual utterances produced.
- The concept of "Pragmatics," *as developed in this module*, involves establishing relationships between production, or expression of motive, and interpretation of motive.
- The concept of "Pragmatic Appropriateness" involves (a) correctly interpreting produced language as expressions of specific motives (i.e., awareness of the specific motives), and (b) producing utterances that reflect acknowledgement of correct interpretation (i.e., acknowledgement of awareness). Both of these preceding conditions must be met in order for produced linguistic utterances that are pragmatically appropriate.
- The Pragmatic Appropriateness Form **(2.4.2.T&H.2.A)** presents an instrument for gauging pragmatic appropriateness. In essence, pragmatic appropriateness increases as the match between the motive elicited by the interviewer and the motive expressed by the interviewee increases.
- The Pragmatic Appropriateness Form **(2.4.2.T&H.2 B)** yields a percentage with which to quantify pragmatic appropriateness.

ACTIVITY

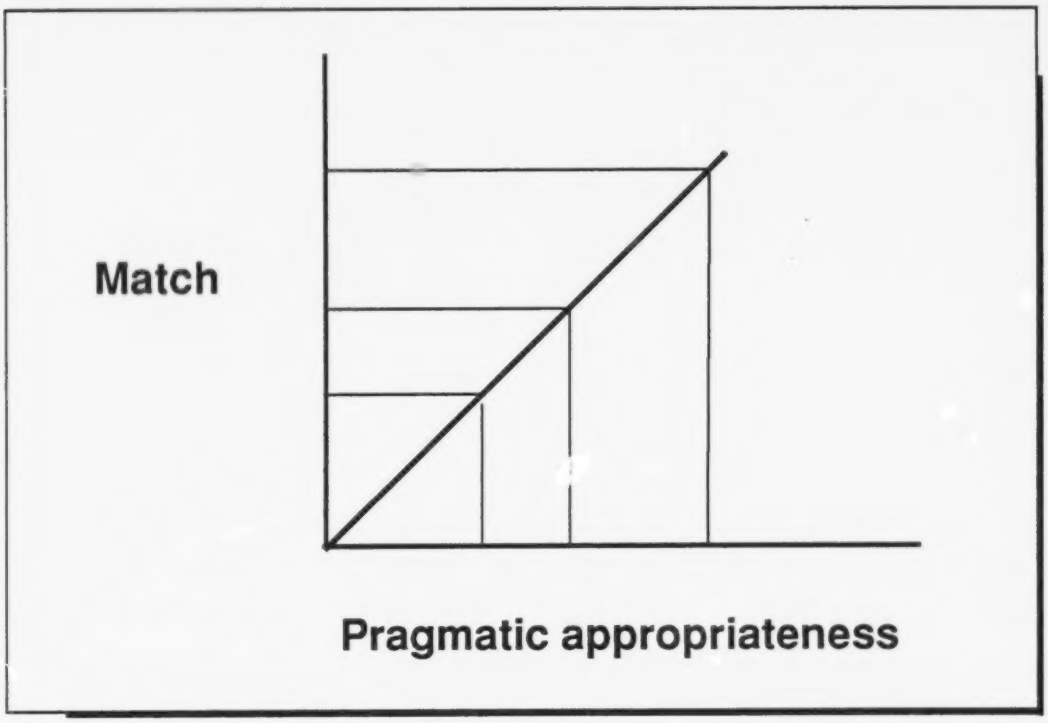
- In an entire-class setting, ask the participants to provide the interpretation of the expressions on the Pragmatic Appropriateness Form **(2.4.2.T&H.2.A)**. Then calculate the percentages found in the Pragmatic Appropriateness Analysis Form **(2.4.T&H.2 B)**.

PRAGMATIC APPROPRIATENESS

(2.4.2.T.1.A)



PRAGMATIC APPROPRIATENESS
(2.4.2.T.1.B)



Pragmatic appropriatness is directly related to the closeness of the match between the expression and acknowledgement of specific motives.

THE PRAGMATIC APPROPRIATENESS FORM

(2.4.2.T&H.2.A)

EXPRESSION OF MOTIVE: ELICITATION-RESPONSE EXCHANGES	INTERVIEWER: INTERPRETATION OF MOTIVE/ MOTIVE ELICITED	INTERVIEWEE: INTERPRETATION OF MOTIVE/MOTIVE ELICITED
1. T: Where do you live in Honduras?	Probing/Self-Expressing	
S: Tegucigalpa.		Self-Expressing/ Generic-Expressing
2. T: Tegucigalpa. Is it a city?	Probing/Self-Expressing	
S: Yes.		Self-Expressing/ Generic Expressing
3. T: And is it big or small? Do you remember Tegucigalpa?	Probing/Self-Expressing	
S: Yes, it isn't so big or so small		Self-Expressing/ Generic Expressive
4. T: No? And how do the people dress?	Probing/Self-Expressing	
S: Um, modern.		Self-Expressing/ Generic-Expressing
5. T: In what colors?	Probing/Self-Expressing	
S: Sometimes in red, yellow, in the colors that they like.		Self-Expressing/ Generic-Expressing
6. T: What are the colors of the flag?	Probing/Self-Expressing	
S: Blue and white, white and blue with five stars in the middle. They are the five republics in Central America.		Self-Expressing/ Generic-Expressing
7. T: What are they?	Probing/Self-Expressing	
S: El Salvador, Guatemala, Honduras, Costa R..., Nicaragua, Costa Rica, and Panama. Honduras is in the middle.		Self-Expressing/ Generic-Expressing
8. S: Where are you from?		Probing/ Self-Expressing
T: From Cuba.	Self-Expressing/ Generic- Expressing	
9. S: From Cuba? I have a grandfather who is from Cuba.		Self-Expressing/ Generic-Expressing
T: Cuban	Probing/Self-Expressing	
10. S: Cuban. He got married with my grandma.		Self-Expressing/ Generic-Expressing
T: Oh, really!	Probing/Self-Expressing	
11. S: And he lives in...he has three sons...three sons and two girls. that is, in total, they are six sons and two girls. Eight.		Self-Expressing/ Generic-Expressing
T: Then you have many aunts and uncles.	Probing/Self-Expressing	
12. S: Aha.		Self-Expressing/ Generic-Expressing
T: Me too.	Probing/Self-Expressing	

(2.4.2.T&H.2.B)

Name of student:_____

Date of language assessment_____

Name of language assessment personnel:

_____

Organizing principle (Motive) used in the design of the F-L Setting:

_____

Instructions:

Refer to Part A to determine the percentage of E-R match..

PERCENTAGE OF E-R MATCH:

Total number of elicitation-response exchanges (E-R number)_____ _____

Number of elicitation-response exchanges in which the motive elicited resulted in the same motive being produced produced (E-R match)___ _____

$$\frac{\text{E-R match}}{\text{E-R number}} = \_\_\_\_\_ \times 100 = \_\_\_\_\_ \%$$

2.4 UNDERSTANDING THE ANALYSIS OF LANGUAGE SAMPLES

2.4.3. Interpretation of Pragmatic Appropriateness

CRITICAL POINTS

- From the view of pragmatics and pragmatic appropriateness developed in the previous section **(2.4.2)**, efficiency of communication is dependent on (1) the extent that observable expression expresses specific motives, (2) the extend that observable expression is interpreted as expresses specific motives, and (3) the extent that the interpretation is acknowledged.

- An implication that can be derived from the results that the Pragmatic Appropriateness Form yields is that the higher the match between elicited and expressed motives, that is, the higher the pragmatic appropriateness percentage, the more effective the communication.

- **A significant implication of a student producing low pragmatic appropriate percentages is that perhaps he is not using language purposefully. If such is the case, though the language he is producing *is* meaningful, it nonetheless is not being used as a tool or vehicle for developing concepts, that is, as a tool for learning.**

ACTIVITY

- Discuss with the participants in an entire-group setting how the presented discussion on pragmatics **(2.4.2)** relates to the following communication situations.

a) Why are individuals who only talk about themselves pragmatically inappropriate?

Key Point: Individuals who talk *only* about themselves express *only* the Self-Expressing Motive and do not *acknowledge* others' efforts at expressing *their* specific motives.

b) Why are intellectuals often considered aloof or "cold"?

Key Point: Intellectuals who are perceived as aloof or "cold" very often express only the Generic-Expressing Motive.

2.4 UNDERSTANDING THE ANALYSIS OF LANGUAGE SAMPLES

2.4.4 The Phonology Component: Considerations When Analyzing The Phonology of Language Samples

CRITICAL POINTS

- A phonological analysis of language samples involves conducting (a) a segmental analysis and (b) a supra-segmental analysis.
- The term "segmental" refers to the individual sounds produced while the term "supra-segmental" refers to the intonational patterns.
- Incorrect production of segmentals and supra-segmentals is interpreted by "similar speakers" **(2.4.1)** as an accent.
- The essential purposes of a phonological analysis are to (a) note an accent, and (b) determine the source of an accent.
- Segmental sources of accents may be (a) conceptual or (b) articulatory.
- Segmental accents due to conceptual difficulties include (a) not knowing all the sounds that are included in the closed set of sounds produced by similar speakers and (b) not knowing that specific sounds are **not** included in the closed set of sounds produced by similar speakers.
- Understanding the concept of "not knowing" that a particular sound is part of the sound inventory of a particular language group is critical to language assessment personnel doing a phonological assessment. The concept is directly related to the concept of "perception." The term "perception" implies (a) physically receiving information from the environment and (b) interpreting the information received. (a) and (b) above are not separate and distinct but inherently intertwined. Perception involves a "Catch-22" type of dilemma. In order to physically receive information one must be ready to interpret the information, and in order to interpret information one must physically be ready to receive it. Members of culture groups that perceive the sound [b] but not [p] will **interpret** the sound [p] as [b] and consequently, as a result of "not knowing" that the sound [p] exists will regularly **produce** the sound [b] instead of [p] when attempting to speak standard American English.
- The implications of the concept of "perception" are non-negligible to language assessment personnel.
- Matters become further complicated by the possibility that mispronouncing a sound could simply be due to an inability to articulate,

i.e., physically manipulate sound producing muscles in the mouth and throat.

- A phonological analysis of the supra-segmentals of the language produced by similar speakers involves noting **the intonation patterns of sentences and utterances**. Two sentences with identical words and word order may differ by the intonational pattern with which they are produced. We distinguish questions from statements as well as interpret **intent** and emotional state by interpreting intonational patterns. The **meaning** of utterances is thus directly dependent on the intonational pattern produced along with the segmentals.

- The two most important determinants of intonational patterns are (a) stress, i.e., the **volume** of a group of sounds produced relative to another groups of sounds produced and (b) **pitch**, i.e., the musical tone of one sound group relative to another sound group.

- Native phonological fluency, or the extent of an "accent" is directly dependent on the degree of **conceptual mastery** and proficiency in **production** of the segmented or individual sounds, as well as the supra-segmentals, of a particular language system.

- Due to the complexity of conducting an in-depth phonological analysis, the analysis, as presented in this module, is restricted to difficult to understand utterances, as facilitated by the Language Analysis Form **(2.4.7)**

ACTIVITY

- In an entire-group setting, have the participants brainstorm to determine how sentences may change in meaning by changing only the intonational pattern of the spoken utterances.

2.4 UNDERSTANDING THE ANALYSIS OF LANGUAGE SAMPLES

2.4.5 The Morphology Component: Considerations When Analyzing The Morphology of Language Samples

CRITICAL POINTS

- For purposes of analysis, produced language may be categorized into units **smaller** than, **larger** than, or **at** the sentence level.
- The term "morpheme" applies to produced language that (a) is categorized into units that are smaller than the sentence level and (b) has meaning. A morphological analysis involves analyzing morphemes produced.
- Two broad categories of morphemes are (a) free and (b) bound. The term "free" morpheme refers to morphemes that may occur **without being attached to other morphemes.** Words are free morphemes. The term "bound" morpheme refers to morphemes that **always** occur attached to other morphemes. Bound morphemes include prefixes (begin a word), infixes (occur in the middle of a word), and suffixes (end a word).
- A morphological analysis essentially involves assessing the correctness of usage of free and bound morphemes.
- Assessing the correctness of usage of morphemes is important because morphemes are the basic carriers of linguistic meaning.
- Assessing the correctness of usage of morphemes involves determining (a) the type of morpheme (free or bound) and (b) the type of error.
- The type of morphological error may be determined by considering whether the **source** of error is (a) conceptual (meaning), (b) expressive, i.e., in the production (c) the relative location of the morphemes, or (d) some combination of the preceding (a)-(c).
- Language assessment personnel should be aware that determining the source of morphological error may be tricky. **If a student being assessed produces a difficult to understand morpheme, the language assessment personnel will have to determine whether the student knows the meaning of the morpheme and is mispronouncing it, or whether the student is having difficulty with the meaning** of the morpheme. It is critical that

language assessment personnel follow-up with further assessment in order to determine the validity of preliminary hypotheses.

- A particularly important subcategory of bound morphemes are "inflectional" morphemes. The term "inflectional" refers to suffixes that have syntactical implication. In standard American English, for example, inflectional morphemes determine, for example, the **tense** of verbs (present, past, future), **number** of nouns (singular, plural), and comparative forms of adjectives (e.g., soft, soft**er**). Verb endings that reflect subject-verb agreement are also inflectional morphemes (she sit**s**, I sit).

- The morphological analysis of language samples is facilitated by the Language Assessment Form **(2.4.7)**.

2.4 UNDERSTANDING THE ANALYSIS OF LANGUAGE SAMPLES

2.4.6 The Syntax Component: Considerations when Analyzing the Syntax of Language Samples

CRITICAL POINTS

- While the focus of the linguistic category of **Morphology** is the categorization of produced language into units that are (a) **smaller than the sentence** and (b) convey meaning, the focus of the traditional linguistic category of **Syntax** is the categorization and the arrangement of morphological units **at the sentence level**.

- While words (free morphemes with their attached bound morphemes **2.4.5**)can be arbitrarily juxtaposed, they must be specifically arranged according to syntactical rules if they are to convey meaning at the sentence level; **thus, syntactical rules place limits on the arrangement of, and specify word placement into, syntactical categories.**

- A syntactical analysis of produced language involves (1) determining the **correctness** of the arrangement of syntactical categories (e.g., the eight parts of speech) within sentences, and (2) determining the **complexity** of the arrangement of syntactical categories within sentences.

- The correctness of the arrangement of syntactic categories within sentences is determined by rules of syntax that are specifically defined by individual language groups (see concept of "similar speakers" **2.4.1**) The concept of correctness of syntactical rules should be clearly understood by language assessment personnel: incorrect arrangements of syntactical categories may very well be due to the students applying the specific syntactic rules of one language to another language. Syntactical rules, however, are not transferable across languages. Awareness of the above described concept of syntactical correctness will encourage language assessment personnel to increase their caution when attributing students' ungrammatical language production to reasons such as cognitive deficiencies.

- Varying the complexity of sentence structure essentially involves (1) combining specific syntactic *categories* (i.e., parts of speech) to form specific syntactic *units* (e.g., subjects, predicates, clauses) and (2) varying, that is, combining, arranging, and rearranging, specific syntactic units. It is essential that language assessment personnel be aware that *the arrangement of syntactic units is defined and limited by the syntactic rules of each individual language.*

- In producing language, all humans vary the complexity of syntactic arrangements; the degree of complexity varies along a continuum from simplistic to complex. The preceding critical point reviews what is essentially involved in determining the degree of sentence complexity.

- Assessing the complexity of syntactical (grammatical) arrangement is **not** an optional component of a language assessment procedure. Syntactic arrangements are vehicles for the expression of concepts and relationships among concepts; *the range of the expression* of concepts is limited by the specific syntactic arrangements that an individual *has available to use*.

Illustration:
Although a specific, complete thought or desire may be expressed with one word or gesture, how much more ***explicit*** can the thought or desire be expressed if other words can be combined with the one word or gesture? A child that points at a cookie jar can be understood as wanting a cookie. If the child utters the word "cookie" she is making her desire more explicit. However, what if the cookie she wants had fallen behind the refrigerator? Depending on her range of vocabulary and syntactic knowledge, she would be able to express herself more completely and explicitly. The expression "cookie refrigerator" is more explicit than both pointing and the utterance "cookie." The production of the phrase "I want the cookie that fell behind the refrigerator" requires an understanding of specific vocabulary as well as an understanding of the way, accepted by "similar speakers" **(2.4.1)**, to combine words, that is, an understanding of the syntactical arrangements that are available in order to *explicitly* express thoughts or desires.

The preceding illustration exemplified that syntactical arrangements are vehicles for the *explicit* expression of concepts and relationships among concepts.

- Although determining syntactical correctness does not pose a serious challenge to educators, an in-depth analysis of syntactical complexity requires a level of understanding of syntax not typical of classroom teachers.

- The following discussion presents specific information with which to analyze syntactical complexity. The information presented focuses on "clauses," one of the essential units that determines syntactical complexity the information presented is common to Standard American grammar textbooks.

- A "clause" is an arrangement of words that can be separated into two basic grammatical units, a subject and a predicate. Recognizing clauses involves noting that specific groups of words have both subjects and predicates.

- An "independent" clause is an arrangement of words that (a) is identifiable as a clause and (b) completely and explicitly expresses one though or desire.

  Example:
  Independent clause: I want a cookie.
  Subject: I
  Predicate: want a cookie.
  Discussion: The arrangement of words is (a) identifiable as a clause and (b) completely and explicitly expresses one thought or desire. Therefore this group of words is recognizable as an independent clause.

- A "dependent" clause is an arrangement of words that (a) is identifiable as a clause and (b) does **not** completely and explicitly express one thought or desire. An individual perceiving a dependent clause, wither visually (reading) or auditorial (listening) will continue to wait for further information. Dependent clauses are independent clauses that begin with words that render the group of words unable to explicitly express one thought or desire.

  Example
  Independent clause: I want a cookie
  Dependent clause: If I want a cookie...
  Discussion: The dependent clause is (a) identifiable a a clause, (b) an independent clause is recognizable with the omission of the first word, and (c) leaves the reader waiting for more information and therefore does not does express a complete thought or desire.

- **(2.4.6.T&H.3)** provides a list of words that typically introduce dependent clauses.

- One way of determining syntactic complexity is to determine combinations of independent and dependent clauses. Standard American English rules of grammar recognizes four categories of combinations of independent and dependent clauses: (1) Simple Sentences, (2) Compound Sentences, (3) Complex Sentences, and (4) Compound-Complex Sentences.

- A Simple Sentence consists of only one independent clause.

- A Compound Sentence is a combination of independent clauses joined together by words that are categorized as "Conjunctions". **(2.4.6.T&H.4)** provides a list of conjunctions.

  Examples:
  - She likes candy and she likes apples.
  - She likes cookies but she does not like apples.

- A Complex Sentence is a combination of one independent clause and at least one dependent clause.

  Examples
  - Although I like peanut butter, I also like strawberry jam.
  - As the clock struck twelve, she rushed home after losing her shoe.

- A Compound-Complex Sentence is a combination of at least two independent clauses (Compound Sentence) and at least one dependent clause (Complex Sentence).

  Examples
  - Once the stallion was free on the range, he ran at full speed and he headed straight for his group of mares.
  - With the wind blowing so hard, the branches were being whipped ferociously and the birds were flying frantically.

- Providing an estimate of students' development of syntax is not an option, as such estimates do not provide explicit, scientifically gathered data upon which to construct hypotheses and make educational decisions.

- To reinforce the appreciation of the scope of the phenomenon of the uniquely human ability to vary the complexity of sentence structure, which must be characterized as ***impressive*** at the very least, **(2.4.6.T&H1-2)** identify the essential syntactical categories and subcategories, as well as the essential syntactic units, of Standard American English. Undoubtedly, proficient speakers of Standard American English would be greatly surprised to know that they in fact regularly and correctly (that is, without breaking syntactic rules) manipulate the extensive number of syntactic categories, subcategories and units as described in **(2.4.6.T&H1-2)** while producing infinite syntactic arrangements.

ACTIVITIES

- How do the following sentences demonstrate the fact that the syntactical rules of all languages place limits on the arrangement of syntactic categories and units but still allow for the production of infinite sentences?

  (1) Our dog came home last night.
  (2) Our dog that was missing came home last night.
  (3) Our dog that was missing for three days came home last night.
  (4) Our dog that was missing for three days came home last night just before suppertime.

Solution: The sentences above demonstrate that the syntactic rules of all languages place limits on the arrangement of syntactic categories and units but **not on the linking of correct syntactic units.**

SYNTACTIC CATEGORIES AND SUB-CATEGORIES OF STANDARD AMERICAN ENGLISH

(2.4.6.T&H.1)

NOUNS	Proper Common Concrete Abstract Collective Mass
PRONOUNS	Personal Relative Interrogative Demonstrative Reflexive Intensive Reciprocal Indefinite
VERBS	Main Linking Auxiliary Verbals
ADJECTIVES	Descriptive Proper Limiting
ADVERBS	Conjunctive
PREPOSITIONS	
CONJUNCTIONS	Coordinating Correlative Subordinating
INTERJECTIONS	

SYNTACTICAL UNITS OF STANDARD AMERICAN ENGLISH

(2.4.6.T&H.2)

SUBJECTS	----->Simple ----->Complete ----->Compound
PREDICATES	----->Simple ----->Complete ----->Compound
OBJECTS	----->Direct ----->Indirect
COMPLEMENTS	----->Subject ----->Object
MODIFIERS	----->Adjectives ----->Adverbs
APPOSITIVES	
PHRASES	----->Noun ----->Verb ----->Prepositional ----->Absolute ----->Verbal
CLAUSES	----->Independent ----->Dependent ----->Adverb ----->Adjective ----->Noun
SENTENCE TYPES	---->Simple ---->Compound ---->Complex ---->Compound-Complex

WORDS THAT INTRODUCE DEPENDENT CLAUSES

(2.4.6.T&H.3)

after
although

as
as if
as long as
as soon as
as though

because
before
by the time

despite
due(to...)

especially
even if
even though

if
in case that
in order that
in spite of
now that

once

provided that

rather than

since
so
so that

than
that
though

unless
until

what
whatever
when
whenever
which
whichever
while
who
whom
whose
whoever
why

CONJUNCTIONS

(2.4.6.T&H.4)

also
and
although
besides
but
conversely
consequently
certainly
finally
furthermore
for
however
instead
likewise
meanwhile
nonetheless
nevertheless
next
nor
or
similarly
subsequently
so
therefore
then
thus
yet

2.4 UNDERSTANDING THE ANALYSIS OF LANGUAGE SAMPLES

2.4.7 The Language Analysis Form

CRITICAL POINTS

- The preceding sections **(2.4.1-6)** provide background information helpful in analyzing language samples. The Language Analysis Form **2.4.7** is designed to facilitate the analysis of language samples by presenting indicators selected from the three linguistic categories of Phonology Morphology, and Syntax. .Using the form requires placing check-marks in the grid as specific indicators are encountered while reading identified language samples. The instrument yields percentages of indicator ratios. The following discussion reviews the indicators presented on the form.

ACTIVITIES

- The purposes of these activities is to familiarize the participants with the Language Assessment Form **(2.4.7.T&H.1.A-F)** and to provide them with practice in using the form to actually assess the language samples provided **(2.4.7.T&H.2.A-F)**

  (a) Arrange the participants into three groups. Assign two language samples to each group. For all the language samples, the "T" refers to the teacher and the "S" refers to the student.
  (b) Have each group analyze their two language samples, complete with the calculation of the indicator ratios.
  (c) After they have completed their task, have them demonstrate their analysis in an entire-class setting by placing the transparencies of the language samples on an overhead projector and explaining the analysis procedure they used.

LANGUAGE ANALYSIS FORM

(2.4.7.T&H.1.A)

Name of student_____

Date of language assessment_____

Name of language assessment personnel_____

Organizing principle used in the design of the F-L Setting_____

Instructions: Place check marks in the grid as you encounter the listed categories of free and bound morphemes while reading the transcribed language sample.

FREE MORPHEMES	
difficult to understand utterances (words or phrases)	
adjectives	
distinct adjectives	
nouns	
distinct nouns	
verbs	
distinct verbs	
correct future tense usage	
incorrect future tense usages	
BOUND MORPHEMES	
INCORRECT SUFFIXES	
past tense (include irregular forms)	
subject/verb agreement	
CORRECT SUFFIXES	
past tense (include irregular forms)	
subject/verb agreement	
PREFIXES	
incorrect	
correct	
CLAUSES	
independent	
dependent	
PHRASES	

LANGUAGE ANALYSIS FORM

(2.4.7.T&H.1.B)

FREE MORPHEMES:	
TOTAL NUMBER OF:	#
• words	
• difficult to understand utterances (words or phrases)	
• adjectives	
• distinct adjectives	
• nouns	
• distinct nouns	
• verbs	
• distinct verbs	
• correct future tense forms	
• incorrect future tense forms	

PERCENTAGES:	%
$\frac{\text{number of adjectives}}{\text{total number of words}}$	= _____ x 100 = _____ %
$\frac{\text{number of distinct adjectives}}{\text{total number of words}}$	= _____ x 100 = _____ %
$\frac{\text{number of nouns}}{\text{total number of words}}$	= _____ x 100 = _____ %
$\frac{\text{number of distinct nouns}}{\text{total number of words}}$	= _____ x 100 = _____ %
$\frac{\text{number of verbs}}{\text{total number of words}}$	= _____ x 100 = _____ %
$\frac{\text{number of distinct verbs}}{\text{total number of words}}$	= _____ x 100 = _____ %
$\frac{\text{number of correct future tense forms}}{\text{total number of words}}$	= _____ x 100 = _____ %
$\frac{\text{number of incorrect future tense forms}}{\text{total number of words}}$	= _____ x 100 = _____ %

(2.4.7.T&H.1.C)

BOUND MORPHEMES: SUFFIXES	
TOTAL NUMBER OF:	#
• suffixes	
• incorrect suffixes	
• incorrect past tense suffixes	
• correct past tense suffixes	
• incorrect subject/verb agreement	
• correct subject/verb agreement	

PERCENTAGES:	%
$\frac{\text{number of incorrect suffixes}}{\text{total number of suffixes}}$	= _____ x 100 = _____ %
$\frac{\text{number of correct suffixes}}{\text{total number of suffixes}}$	= _____ x 100 = _____ %
$\frac{\text{number of incorrect past tense suffixes}}{\text{total number of suffixes}}$	= _____ x 100 = _____ %
$\frac{\text{number of correct past tense suffixes}}{\text{total number of suffixes}}$	= _____ x 100 = _____ %
$\frac{\text{number of correct subject/verb agreements}}{\text{total number of suffixes}}$	= _____ x 100 = _____ %
$\frac{\text{number of incorrect subject/verb agreements}}{\text{total number of suffixes}}$	= _____ x 100 = _____ %

(2.4.7.T&H.1.D)

BOUND MORPHEMES: PREFIXES	
TOTAL NUMBER OF:	#
• prefixes	
• incorrect prefixes	
• correct prefixes	

PERCENTAGES:	%
number of incorrect prefixes / total number of prefixes	= _____ x 100 = _____ %
number of correct prefixes / total number of prefixes	= _____ x 100 = _____ %

CLAUSES:	
TOTAL NUMBER OF:	#
• clauses	
• independent clauses	
• dependent clauses	

PERCENTAGES:	%
number of independent clauses / total number of clauses	= _____ x 100 = _____ %
number of dependent clauses / total number of clauses	= _____ x 100 = _____ %

PHRASES:	
TOTAL NUMBER OF PHRASES:	

(2.4.7.H.1.E)

Free Morphemes
As discussed in **(2.4.5)**, free morphemes are essentially words. This section of indicators therefore focuses on specific types of words, grouped according to select syntactic categories. In addition, the indicator labeled "Difficult to understand utterances" provides an indication of the understandability of utterances and constitutes a practical phonetic analysis indicator.

The term "distinct" used in conjunction with the categories of adjectives, nouns, and verbs refers to *different* words encountered in the language samples that represent each category. So, for example, while the indicator "Adjectives" involves tabulating every time an adjective is encountered, the indicator "Distinct Adjectives" involves tabulating only the adjectives that have not previously been encountered in reading the language sample.

Adjectives
To simplify the analysis, the tabulation of adjectives is restricted to the subcategory of adjectives referred to as "descriptive" adjectives (e.g. blue, big, delicious, etc.). Thus, the following subcategories of adjectives ("limiting" adjectives) are not to be tabulated:

Articles: a, an, the
Demonstrative: this, there, etc.
Indefinite: some, each,etc.
Interrogative: what, which whose
Possessive: my, your, etc.
Numerical: one, two, first, second, etc.

Nouns
The tabulation of nouns does not include **pronouns**.

Verbs
Tabulate all verbs encountered in the transcription of language samples.

Future Verb Usage
This indicator involves noting efforts at expressing the future tense. The future tense is expressed through several words in Standard American English: "I am going to ..." and "I will...". Any error in any of the words needed to express the future tense is tabulated as an "Incorrect Future Tense Usage".

Bound Morphemes
This section of indicators focuses on distinguishing between correct and incorrect suffixes and prefixes.

(2.4.7.H.1.F)

Past Tense
This indicator involves tabulating errors only of form, not usage of past tense suffixes. For example, an utterance such "Yesterday I go to the movies" does not involve an incorrect form of the verb "go"even though the word "Yesterday" implies the use of a past tense form of the verb "go". However, an utterance such as "Yesterday I goed to the movies" does involve an incorrect form because the correct past tense form of "go" is "went" not "goed". Notice that although verbs that have irregular forms such as "went" are not suffixes but free morphemes, they are nonetheless tabulated in the Past Tense indicator.

Subject/Verb Agreement
This indicator involves noting the form of verbs relative to their subjects.

Clauses
The recognition of whether clauses are independent or dependent is facilitated by the discussion found in **(2.4.6)**, Syntactical Analysis. All utterances that are not either independent or dependent clauses are considered "phrases".

LANGUAGE SAMPLES
The Communicative Motive
(2.4.7.T&H.2.A)

T: Anna, do you see those dolls? (Aha.) Aren't they pretty? (yes) We are going to play a game. I will think of a doll and you will guess which one I am thinking about. I will give you clues. Let's try it.

T: Close your eyes. Ok. You can open them. The doll I am thinking about has two eyes. Which doll did I choose?

S: This one?

T: No. I will give you more clues. The eyes have long eyelashes. The eyes are blue. The doll has dark colored skin. It has two shoes. The shoes are white.

S: I know! It is this doll!

T: That is the doll I chose! Go get the doll and play with him for a little while. [She gets the doll and looks it over]

T: Ok. Now I will close my eyes and you give me clues.

S: Ok. Open you eyes. The doll have, eh, a nose, black,...um, brown hairs,...he's white...and his eyes black and white...and its greyed...and his hairs are black.

T: Is this the doll you chose?

S: Yes!

T: Ok! Go get the doll. You can play with it for a little while.

The Communicative Motive

(2.4.7.T&H.2.B)

T: Anna, we are going to lay with these handpuppets. Put this one on your hand, and I will put this one on my hand. Your puppet's name is Anna. My puppet's name is Yashi. Yashi is from Japan. Say hello to Yashi!

S: Hello Yashi.

T: Hello Ana. You see, Yashi is new in your school. One day you see Yashi in the school hall. He is crying. Will you please talk with him? Ask him why he is crying.

S: Hello...Why,why...you cry?

T: I am lost. I am a new student.

S: What is your name?

T: My name is Yashi.

S: I, I will help. You have a, a...piece of paper?

T: (Schedule?)

S: You have a schedule? Is on a piece of paper.

T: This?

S: Yes. Let me look...Oh, you go to ESOL. I take you.

The Generic-Expressing Motive
(2.4.7.T&H.2.C)

T: Is this the book that you use in your health class?

S: Yes.

T: It looks very interesting! Do you enjoy, do you like your health class?

S: Yes.

T: What part of the class do you enjoy most?

S: um...I like to learn about health.

T: Which lesson do you remember.

S: um...The one on vitamins.

T: Show me the lesson in the book.

S: (Finds the chapter in the book.) Here.

T: The lesson looks very interesting! Tell me what you learned about vitamins!

S: um...There are different vitamins. There is vitamin A.

T: What food has vitamin A?

S: (Points to a picture) Spinach! And here is vitamin D.

T: What food has vitamin D?

S: (Points to a picture of a glass of milk) Milk.

T: Do you remember another vitamin?

S: Vitamin B. (Point to a potato) comes in potatoes.

The Generic-Expressing Motive
(2.4.7.T&H.2.D)

T: This is me when I was a baby. What color is my hair:

S: um, your hair is...claro? (light) light? (yes) your hair is light.

T: What color is my hair now?

S: You hair is black.

T: I think I prefer to have black hair. Is this you when you were a baby?

S: Yes. Here I am a baby. I have one year.

T: When you were a baby your hair was light, now it is dark. Do you prefer, do you like better light hair or dark hair?

S: Um,...dark hair.

T: Is this your family?

S: Yes.

T: Tell me about them. What are their names?

S: I have one sister, her name is Gladys. My father's name is Juan. My mother's name is Madeline.

T: Where does your father work?

S: My father work in the university. He study agricultura? (agriculture) agriculture. He study agriculture.

T: Do you like agriculture:

S: Yes. I lik-ed agriculture. In my country are many...fincas? (farms) farms.

The Probing Motive

(2.4.7.T&H.2.E)

T: This is a very interesting drawing! Did you draw this picture.

S: Yes. I draw this picture.
T: Did you use a brush?
S: Yes. I us-ed the brush.
T: What colors did you use?
S: Colors? Eh, yellow, and blue, and red.
T: What color is this?
S: Green.
T: Did you mix, did you get some color to get green?

S: Aha. Yes. I put yellow and blue, eh, together, and I make green.

T: I want you to do something. OK? Your friend also has a very interesting picture. As her questions about her work like I asked you. Ask her: "Did you use a brush? What colors did you use?" OK?

S: OK.
S: (to S2): Did you use-ed a brush?
S2: Yes.
S: That one?
S2: Yes.
S: Is a good, eh, um picture.
S2: Thank you.
S: You use-ed what colors?
S2: Red and blue and black.
T: Ask her what this color here is...
S: What is this color?
S2: Purple.
S: Together, what colors, eh..put together?
S2: Blue and red.

The Extrapolating-Motive

(2.4.7.T&H.2.F)

T: I want you to do something. OK? I want you to look at this book. Look at all the pages and make up a story with the pictures that you see. OK? Begin.

S: Its a st.. Its about this little boy, right? He walks, then, the little soy sit in a box, the fence _____?_____, then he gets the bubbles, he bubbles, right? ...and some, um, animals go there, right? Then he bubbles ___?____, then all the animals____?_____, right? ...then he bubbles again and all the animals bubbles again___?____then was scared of the make, right?....and then he throws the thing you know the bubbles...

The Distinguishing Motive

(2.4.7.T&H.2.G)

T: Anna, let's play a game. We are going to use these building blocks. OK?
S: OK.

(Review of the different characteristics that distinguish the building blocks)

T: OK. I'll go first. I see a big, red triangle. Do you know which one I see?
S: (Points) This one?
T: Yes! I'll do another one. then you do one. OK?
S: OK.
T: I see a small orange rectangle. Do you know which one I see?
S: Um...this one?
T: No...A small, orange rectangle.
S: (pause) This one?
T: Very good! You chose the correct building block! OK, your turn.
S: Um...I see a blue square. Which one is it?
T: This one?
S: No.
T: Is the square big or small?
S: Big.
T: Is it this one?
S: Yes.
T: Do another one.
S: I see a yellow, ah, um triangle.
T: Tell me if its a big or small triangle. Start again. I see a...
S: I see a small, yellow triangle. Which one?
T: This one.
S: Yes.
T: Very good, Anna. You described the triangle very well!

2.5 INTERPRETING LANGUAGE SAMPLES

2.5.1 Interpreting Language Samples

CRITICAL POINTS

- This module accepts that language is a vehicle for the explicit expression of thought and motive. The linguistic categories of Phonology, Morphology, and Syntax provide specific criteria for defining explicitness of expression through language. The indicators presented in the Language Assessment Form **(2.4.7)** represent selected criteria from each of the three linguistic categories. Although the results of the Language Analysis Form are quantitative, that is, eported as numbers, ratios, and percentages, the implication cannot be made that because language samples have specific percentages of indicator ratios they can be rated according to some specified, quantified level of language proficiency. Such a quantified proficiency rating is not yet possible because norms of language proficiency have not yet been established for Standard American English nor for the languages represented by the LEP student population. When such norms are available, then specific percentages of indicator ratios can be used as criteria for establishing various levels of language proficiency.

- How, then, can the percentages of indicator ratios be helpful in assessing language production? Although they cannot be used to determine a proficiency rating, the percentages do provide "snapshots" of what students actually do produce. By taking such snapshots at various intervals of time, teachers can view how the ratios vary across time. Patterns of language production that emerge can be used to construct and test hypotheses concerning students' developmental language needs. Such hypotheses can be used to modify the language that teachers themselves produce during their teaching as well as the educational materials they use. For example, if a student seems to be producing mostly words and phrases and occasional simple sentences, the teacher could modify her usage of language so as not to overwhelm the student with long narratives that make extensive use of embedded subordinating language elements; further, she could make better informed choices as to the language demands made on the student by the teaching materials used.

ACTIVITY

- This activity is a continuation of the activities presented in (2.4.7). As part of their presentation to the class, have the participants provide implications of the indicator ratios they calculated from their language samples.

2.5 INTERPRETING LANGUAGE SAMPLES

2.5.2 The Concept of Proficiency

CRITICAL POINTS

- The term "proficiency" refers to appropriateness of language production with respect to "similar speakers". The phrase "similar speakers" refers to the language typically produced by subcategories of social groups **(2.4.1)**. Specifying the language proficiency of specific language samples requires identifying the specific social subgroup to which the produced language samples are being compared.

- The 1986 ACTFL/ETS Proficiency Guidelines represents a model for classifying the proficiency level of produced language samples. The Guidelines are scaled global descriptions of integrated performance in speaking, listening, reading, and writing along a language proficiency continuum. The representation of language proficiency is conceived as an inverted triangle with the vertex representing no language proficiency. The inverted triangle is categorized into non-linear, hierchical, scaled levels which are labeled in increasing degree of proficiency as Novice, Intermediate, Advanced, and Superior. Each category is subcategorized as low, mid, and high. The inverted triangle conveys the idea that increasing levels of proficiency include all lower levels of proficiency.

- Inherent in the scaling of the descriptions of the Guidelines is consideration of the interrelationship between content/context, function, and accuracy. Content/context refers to the topic of language use; accuracy refers not only to linguistic forms and structures but also to appropriateness and delivery; function refers to the purposes of communication.

  Though the preceding model has potential for wide-scale use, extensive training is required for its implementation in its present form.

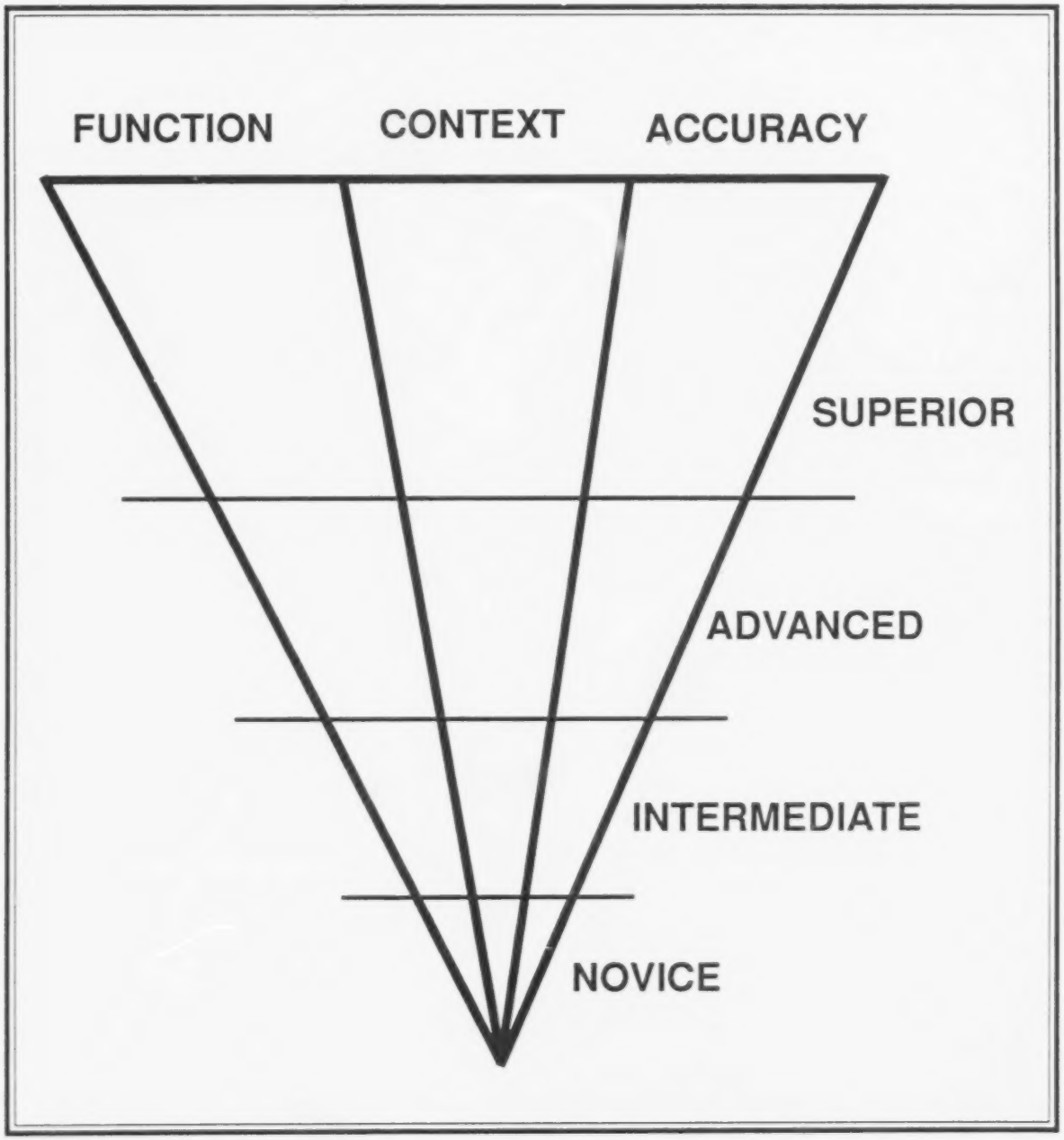
  Limited efforts have been made in developing practical assessment instruments of childrens' oral language proficiency. However, one version of such an instrument is presented on **(2.5.2.T.A&B)** **(Vasquez, E. (1990). A comparison of language samples of monolingual and limited english proficient students. Unpublished doctoral dissertation, University of Florida, Gainesville.)**

ACTIVITY

- Discuss with the participants what the term "proficient" implies to them. For example, ask them what the term "proficient" implies when used with reference to a mechanic, a doctor, a teacher, a hairdresser, and a pilot. Then ask them to relate their comments to the term "language proficient".

LANGUAGE PROFICIENCY

(2.5.2.T.A)



CHARACTERISTICS OF LEVELS OF CHILD LANGUAGE PROFICIENCY

(2.5.2.T.B)

NOVICE (Level 0):

Beginning Level: Unable to communicate

High Level: Able to recite learned material; Produces minimal communication

INTERMEDIATE (Level l):

Beginning Level: Begins to express personal desires to create new phrases with memorized material; Expression restricted to the sentence level; Little control over grammar; Communication difficult to understand.

High Level: Can ask and answer what, who, where questions; Can provide a variety of appropriate responses in different situations and with different native speakers; Still does not have control of grammar (*according to age appropriate expectation)*, such as past, present, and future, but can produce communication comprehensible to person used to interacting with LEP students.

ADVANCED (Level 2):

Beginning Level: Can produce well developed narratives and accurately describe events; Can answer and ask what, who, where, how, why, and when questions (*within age appropriate expectations*); Can consistently use past, present, and future grammatical structures, although may need to be requested to do so; Begins to develop creative fictional stories and to infer meanings and intents.

High Level: Understands the difference between figurative and real expressions and correctly uses them; Produces well-developed, grammatically correct paragraph level responses; Can appropriately resolve personal difficulties.

2.6 Drawing Conclusions From Informal Assessment Procedures

CRITICAL POINTS

- As presented in this module, the language assessment personnels' essential task is to determine students' capacity to use language to construct and express subjective meaning. To determine the extent of such capacity, language assessment personnel need to make specific and detailed statements about the extent of development of the four linguistic components presented in **2.4: Language Analysis.** In addition, the language assessment task requires the gauging of the development of students' capacity to use language to express specific motives.

- As presented in **2.5: Interpreting Language Samples**, ***patterns*** of language use that emerge from language assessment across Functional-Linguistic Settings will provide language assessment personnel with bases for designing language instruction and intervention strategies. The outcomes of designed language instruction and interventions will lead language assessment personnel to specify the *exact* professional expertise required to develop language proficiency.

ACTIVITY

- Ask the participants to relate the material presented in this module to their personal teaching responsibilities.

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